

Cp375.64
N87p

HOMEMAKING EDUCATION

THE LIBRARY OF THE
UNIVERSITY OF
NORTH CAROLINA



THE COLLECTION OF
NORTH CAROLINIANA

Cp375.64
N87p

0

010 C 1015 1015

CP
N 878

HOMEMAKING EDUCATION

GRADES NINE THROUGH TWELVE

NORTH CAROLINA PUBLIC SCHOOLS

HOMEMAKING EDUCATION

GRADES NINE THROUGH TWELVE



ISSUED BY THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, N. C.



CONTENTS

	<i>Page</i>
Foreword	4
Acknowledgments	5
Section I. About Philosophy and Beliefs	7
Philosophy of Home Economics Education	8
I Like Teaching	9
Beliefs Concerning Home Economics Education	10
Some Bases for Effective Curriculum Development	11
Understanding Adolescents as Developing Individuals	12
The Period of Extended Employment	15
Home Visiting	16
Interpretation and Public Relations	18
The Future Homemaker of America and	
The New Homemaker of America Organizations	19
The Conference Period	21
Home Experiences	22
Homemaking for Adults	29
Management in the Homemaking Department	34
Professional and Personal Improvement and Growth	37
Relation of Home Economics Program to Total School	
Program	45
Section II. About the Instruction Program	51
Child Development	53
Clothing	70
Family Economics	90
Family Relations	98
Foods	127
Health	145
Housing	155
Homemaking for Boys	171
Preparation for Marriage and Homemaking	184
Section III. About Vocational Acts	203
Section IV. About Teaching Aids	207
Some Suggestions for the Period of Extended Employment	208
Illustration of Types of Pupil Learning, etc.	209
Some suggestions for Evaluation of Learning Experiences	210
Managing Your Time for Home Experiences and Home	
Contacts	212
How Efficient a Manager Are You	214
Suggested Procedures for Working with a FHA/NHA	
Chapter	215
Books	217
Teacher References	220
Sources of Periodicals, Pamphlets and Publications	223
Magazines	225
Sources of Films and Filmstrips	222
Professional Organizations	225
Index of Publishers	226

FOREWORD

Education for family living is accepted as an important part of the total school program to help meet the needs of youth.

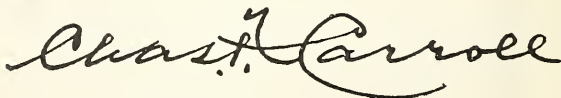
This bulletin has been developed by the home economics teachers of the State and the supervisory staff by the State Department of Public Instruction as a source of information and guidance for teachers and administrators. It covers the regular three-year program in homemaking for the high school as well as suggested special courses for older youth in their junior-senior years.

The section dealing with the vocational aspects of a home economics program should prove an invaluable aid to the teacher in planning the scope of the program in the school community, much of which will be developed during the teacher's extended term of employment. It is felt the program will be more effective when classroom instruction is directly related to home experiences and community improvement.

Adult homemaking education, an integral part of the total education program, includes suggested topics for organized adult instruction relating to all major areas of homemaking.

Since the Future Homemakers Association and the New Homemakers Association offer additional opportunities for leadership training, individual development, citizenship participation and increasing appreciation for worthy home membership, suggestions for improving the work of these Associations are included in this bulletin.

Although this bulletin was prepared primarily as a guide for home economics teachers, it is hoped it will prove helpful to all personnel who work closely with these teachers in developing a more effective program of homemaking education in the public schools of North Carolina.

A handwritten signature in cursive script, reading "Chas. F. Carroll". The signature is written in dark ink and is positioned above the printed name of the State Superintendent.

State Superintendent of Public Instruction.

August, 1959.

ACKNOWLEDGMENTS

Grateful appreciation is expressed to the many educational leaders and homemaking teachers who contributed so generously to the preparation of this curriculum. Special acknowledgement is made to:

Miss Ata Lee, Program Specialist, Home Economics Education of the Southern Region, U. S. Office of Education, Washington, for her guidance and help.

Miss Esther Segner, Associate Professor (Emeritus) of Home Economics, Woman's College, Greensboro, for her work with the summer school curriculum study groups in 1956 and 1957.

The teacher members of the steering committee who so willingly cooperated with the members of the supervisory staff in intensive curriculum study in 1957-1959:

Mrs. Lorine Kanoy Calloway, Harrisburg

Mrs. Glenna Lewis, R. 1, Burlington

Mrs. Rebecca Smith, Greensboro

Mrs. Myrle P. Lowdermilk, Greensboro

Mrs. Mary D. Faison, Weldon

Mrs. Mildred Reid, Caroleen

Mrs. Etta Toole, Raleigh

Mrs. Juanita Goldsborough, Greensboro

Mrs. Lucile W. Winstead, Elm City

Mrs. Sue B. Stott, Rock Ridge

Mrs. Evelyn Lewis, Gastonia

Mrs. Kathleen Daughterty, Boone

The county group chairmen and the teachers in the county group organizations of the eight supervisory districts for their cooperation with the members of the State supervisory staff during the year 1956-1958 in organizing tentative materials on units of instruction as follows:

Miss Louise Swann—Child Development; Mrs. Mabel L. Hall—Clothing; Mrs. Faye T. Coleman—Family Economics; Mrs. Marie C. Moffitt—Health and Home Care of the Sick; Miss Vergie Lee Stringer—Housing; Mrs. Lucy F. James—Rela-

tionships; and Dr. Catherine T. Dennis—Relationships and Foods.

The superintendents and principals who released their teachers from local school responsibilities to work on the curriculum materials.

Two former assistant State Supervisors, Mrs. Mary Hines Leonard Moser, Talbott, Tennessee; and Miss Louise Lowe, Associate Professor, Home Economics Education, Woman's College, Greensboro, for outstanding contributions to the curriculum study.

Miss Alice Strawn, Resident Teacher Trainer, Home Economics Education, East Carolina College, Greenville, who contributed helpful suggestions and materials.

J. WARREN SMITH,
State Director of Vocational Education.

CATHERINE T. DENNIS,
State Supervisor Home Economics Education.

July 15, 1959.

*About
Philosophy
and
Beliefs*

Section I

THE family is the institution basic to all cultures. In a democratic society, satisfying family living is an important need. American educators recognize this and set as one of the goals of education the preparation for personal and family living.

Homemaking education has always been concerned with the well being of individuals and families; therefore, it makes a unique contribution in the preparation of the individual for intelligent and effective family and community living.

In the instructional program, experiences are provided which offer opportunity for participation in solving personal and family problems in relationships, management, housing, child development, food, nutrition, clothing and health.

Emphasis is given to creating and appreciating beauty, to working together democratically, to establishing values, to making intelligent choices, to managing resources—time, energy and money, and to developing housekeeping skills.

PHILOSOPHY AND BELIEFS

A CREED FOR FAMILY LIVING

Every One Is a Family Member

EVERY one needs to feel that he is loved, wanted and valued all his life for his own worth.. Every one needs a measure of success. Every one needs to join with others for the achievement of goals he can not reach alone.

Every one needs practice as a family member according to his age and experience in democratic ways of managing and planning all phases of home-work, family finance, and major family decisions.

Every one needs to live in physical home surroundings which are adequate to meet minimum standards of comfort, and which can be respected by those living there.

Every one needs an adequate supply of the basic foods to keep the body well nourished.

Every one needs help in finding his own rhythm of rest and activity, and ways of recreating himself as an individual and as a member of a group.

Every one needs faith in the spiritual universe of which he is a part, and he needs help in finding individual and group ways of renewing that faith and poise.

Every family needs to feel a part of and a responsibility for the community in which it lives.

I LIKE TEACHING

I LIKE THE CHALLENGE which comes from having a part in moulding the Nation's future. Through my classes march the citizens of tomorrow, and I have a part in determining the kind of home life, vocational, civic, social and moral life of tomorrow and in helping to further our democratic way of life. "The future of the world, as well as our own democratic ideals, lies in the hands of the teacher."

I LIKE THE THRILL which comes with seeing: Young minds open up and respond to new thoughts and ideas and new skills; personalities blossom out with increased confidence, poise, self-understanding and self-direction—seeing them grow in "mind and stature and in favor with God and man."

I LIKE THE FUN which comes from associating with young people who are full of life and ideas and are capable of giving me a new "lift" and expectation every day.

I LIKE THE SATISFACTION of being a friend and counselor to young people, having them come to me with their joys, sorrows, indecisions, plans and ask for my understanding and help.

I LIKE THE STIMULATION which teaching offers: the opportunity to be creative, to try out my own ideas and talents; the necessity of being continually on the alert for new ideas and methods needed to meet the needs of the various personalities whom I try to teach.

I LIKE BEING A PART of the largest and most vital enterprise in the country which is second to none in importance in that it preserves and promotes our cultural and intellectual life; which is respected and approved by everyone; and which is a growing concern every year.

I LIKE THE PRIVILEGE of associating with people who are concerned about and take an active part in the cultural and intellectual aspects of living.

BELIEFS OF HOMEMAKING TEACHERS CONCERNING HOME ECONOMICS EDUCATION

We believe that:

- The homemaking education program is an integral part of the total school program.
- The homemaking program should be flexible to meet the changing social and economic conditions which affect family living.
- Home making education should be available to all ages and both sexes.
- Goals and experiences should be built upon the needs, values and interests of the pupils and the families in the community.
- Home and school understanding and cooperation are essential in developing a functioning program.
- The homemaking program is strengthened when all concerned cooperate in setting up goals, in determining ways of achieving these goals and in evaluating progress.
- The homemaking program should stimulate independent thinking and develop increased ability to make intelligent decisions in solving individual, group and family problems.
- Learning is more likely to be effective if some experiences take place in a home situation in which the pupil assumes the major responsibility.
- Evaluation is cooperative and continuous and should result in increased ability to apply learning to personal and family situations.
- The homemaking program should help pupils develop attitudes, knowledge, judgment and skill for establishing stable, happy and well managed homes.
- The homemaking department should provide an effective environment for learning in all areas of homemaking.
- Experiences provided by the chapters of the Future Homemakers of America and the New Homemakers of America afford opportunities for personal growth, for contributions to school, home and community living and for interpretation of the homemaking program.
- The most effective interpretation of the homemaking program is that which emphasizes the importance of home and family living.
- Home Economics Education helps to develop an interest in and an appreciation for homemaking as a profession.

SOME BASES FOR EFFECTIVE CURRICULUM DEVELOPMENT

An understanding of the needs of our society which is striving to preserve and improve its democratic way of life.

A study of social and economic factors affecting home and family life.

A study of the home life of the specific community for which the program is being planned.

A recognition of the characteristic interests and basic needs of various age levels as revealed by research.

A consideration of the interests and developmental needs of individuals in the particular group for which the curriculum is being developed.

Cooperative participation by administrators, parents, teachers and pupils in planning the curriculum.

Teacher and pupils working together are the primary builders of the curriculum—through cooperative participation in setting goals, in planning learning experiences and in evaluating growth.

UNDERSTANDING ADOLESCENTS AS DEVELOPING INDIVIDUALS

An understanding of the characteristics of growth and development of adolescents is indispensable as a basis for planning learning experiences which help young people to meet their special needs as maturing individuals and to prepare them to take their places in their families and the society in which they live. The kind of adjustment which an individual makes to a situation is influenced by the stage of his development at the time he is called upon to react to the situation.

Most homemaking teachers are working with pupils who are adolescents. When we use the word "adolescence" we usually think of the teens. During these years, "Boys and girls normally make marked progress in their development from dependence to independence, from irresponsibility to responsibility, from interest in their own sex to socialization and from uncoordinated aims and purposes toward an integrated personality."¹

Many studies have been made for the purpose of securing a better understanding of the individual in relation to his development. These studies have resulted in descriptions of the behavior characteristics of various age groups and of the specific needs facing them as they progress toward maturity. The experiences which pupils have in school should be related to their developmental needs and interests.

Havighurst gives ten such needs of the adolescent age. These are listed as developmental tasks in column 1 of the chart which follows. In columns 2 and 3, some examples of the behavior characteristics of early and middle adolescence have been listed. For this chart, early adolescence is defined as approximately 11 to 15 years of age and middle adolescence as approximately 14 to 18 years of age.

Since the developmental needs on which adolescents are working have such deep interest for them and largely determine how they feel and act, these needs can serve as powerful motivating factors for learning.

The homemaking teacher who makes a concerted effort to learn and understand the stage of development of each of her pupils will be able to contribute to the needs of young people growing up in present day families.

Each pupil is a distinct personality with background and ability which are different from all other pupils in the group. Some differences are apparent at birth, but the most significant growth

¹Strang, Ruth, *An Introduction to Child Study* (Revised), MacMillan Company, New York, p. 586.

patterns and changes occur at about the age of 13 or 14 years. This coincides with the age when most pupils are beginning the study of homemaking.

Helping pupils with these stages of development requires careful planning by the teacher. It is essential to identify the type of behavior which the students should be helped to develop. Then, she needs to think through appropriate learning experiences which her pupils may carry out in the classroom, the home and the community.

UNDERSTANDING ADOLESCENT BEHAVIOR

(Early adolescence is defined as approximately 11-15 years;
middle adolescence 14-18)

DEVELOPMENTAL TASKS OF ADOLESCENCE AS STATED BY HAVIGHURST ¹	SOME BEHAVIORS IDENTIFIED AS CHARACTERISTIC OF: ²	
	EARLY ADOLESCENCE	MIDDLE ADOLESCENCE
1. Achieving new and more mature relations with age mates of both sexes.	Likes to be with groups of boys and girls	Is interested in a specific member of the opposite sex (Heterosexuality)
	Is unsophisticated—free in explaining honest opinions and feelings	Is developing poise and self-assurance; tends to hold back in expressing feelings
	Is self-centered	Is beginning to be concerned about others Bids for popularity
2. Achieving a masculine or feminine social role	Does not consider social graces very important	Practices social graces
	Is concerned over appearance and grooming	
	(Girl) may still be a "tom-boy" (Boy) teases girls	
3. Accepting one's physique and using the body effectively.	Shows disproportion of growth, awkwardness	Achieves muscular coordination and poise
	Is active physically	Accepts physical changes
	Has short attention span	
4. Achieving emotional independence of parents and other adults	Begins to suffer conflicts and tensions	Wants freedom of choice and the privilege of making decisions
	Shows ambivalence in attitude—wants freedom to make choices but at same time wants protection and help of family	Wants freedom; has more confidence in own ability to make decisions; feels less need to rely on parents
	Has crushes on certain adults	

DEVELOPMENTAL TASKS OF ADOLESCENCE AS STATED BY HAVIGHURST ¹	SOME BEHAVIORS IDENTIFIED AS CHARACTERISTIC OF: ²	
	EARLY ADOLESCENCE	MIDDLE ADOLESCENCE
5. Achieving assurance of economic independence	Is interested in earning spending money(for example, baby sitting)	Acquires awareness of value of money
6. Selecting and preparing for an occupation	Is interested in occupations that have "glamour"	Is interested in discovering his potentialities and limitations
7. Preparing for marriage and family life	Has interest in younger children	Faces problems of "going steady", selecting a mate, and responsibilities of parenthood
8. Developing intellectual skills and concepts necessary for civic competence	Can be stimulated to enthusiasm and interest	
9. Desiring and achieving socially responsible behavior	Yields to gang influence without thought of consequences	Makes individual decisions
10. Acquiring a set of values and an ethical system as a guide to behavior	Is aware of differences in family backgrounds, religions, etc.	Does a great deal of thinking about philosophy, religion, politics, government, world conditions, drinking and smoking

¹Havighurst, Robert J., *Developmental Tasks and Education*, Second edition, Longmans, Green and Company, New York, 1952.

²American Home Economics Association, *Strengthening the Family Relationships Aspects of Home Economics Teaching at the Secondary Level*, pp. 9-11, prepared by Workshop Participants, 1953.

THE PERIOD OF EXTENDED EMPLOYMENT FOR THE HOME ECONOMICS TEACHER

Vocational home economics teachers in North Carolina are employed for a period of either one or two months beyond the regular school year. This term of extended employment provides time for the teacher to participate in certain types of home, school and community activities more extensively than when school is in session.

Successful achievement in the period of extended employment time, as well as during the rest of the year, depends largely on the individual teacher and her philosophy of the opportunities of the program. The scope of home economics and the nature of

its possibilities stem from family and community needs. All members of the family must be included in any program of education designed to improve living as it takes place in families. An increased understanding of factors affecting family life may be gained through wise planning for and use of the period of extended employment.

The teachers have found, however, that certain basic guides, some of which are listed below, must be given consideration in the development of a good out-of-school program in any community. It is recognized that much of the planning must be left to the initiative of the individual teacher. Opportunities for the use of this extended period of employment will vary from community to community since the needs and interests will differ.

- ... Set up some overall basic goals for the out-of-school homemaking program and outline activities which may contribute toward the goals. Discuss the preliminary plans with the principal and superintendent, getting ideas or suggestions for changes.
- ... Plan work in advance, on a weekly and daily basis, to include a *variety* of activities in which pupils, parents and other adults, and school personnel may have some participation. Leave daily schedule with the superintendent, post on department door or in some other appropriate place.
- ... Give major emphasis to services that are educational.
- ... Make frequent evaluation of the value of activities and progress that is being made.
- ... Allow time for keeping records of work done during the summer months. Such records are valuable in planning further summer work and as a basis for developing the homemaking program for the school year.
- ... Be alert for opportunities for letting individuals and groups in the community know about the work that is being done.

Some suggestions illustrative of activities for the period of extended school employment are found in Section IV, About Teaching Aids. These suggestions by no means complete the list, but are offered rather to emphasize the importance of including a wide variety of activities and to illustrate some of the contributions the teacher might make to the homemaking program during her extended employment.

HOME VISITING

More than ever, teachers must find means of getting to know families, and families to know teachers. With school consolidation and the building of larger schools farther removed from some homes, it has become more difficult for families and teachers to know each other. Home visits serve to bring them together.

Firsthand contacts with families and homes have been so helpful in the teaching-learning process that home visiting is now generally recognized as a valuable technique for all teachers. The teacher must know the pupil in relation to his total environment, in his many relationships with others in his school, home, and community.

Since the home environment is probably the strongest force in a pupil's life, we may expect what happens to him there to be reflected in his general behavior. As a teacher knows each pupil and understands some of the causes of his behavior, she can make adjustments in teaching to fit individual needs.

If teachers are to assume leadership in guiding pupil-teacher-parent planning, they need to work for a friendly relationship among all involved. In some instances more than one visit to a home will be necessary in order to establish this friendly relationship.

An action research study of home visiting has been conducted by Ruth Sneed* to discover ways of making home visits more valuable. Some of the conclusions drawn from the replies of teachers, principals, pupils, and mothers about home visiting were as follows:

- | | |
|-----------------------------|--|
| <i>Teacher Attitude</i> | The attitude of the teacher in visiting is important to good relationships between the home and the school. |
| <i>First Visit</i> | When the first home visit is limited to a social call, it creates positive attitudes between teachers and families toward home visiting. |
| <i>Satisfactions Gained</i> | Home visiting increases teachers' satisfactions.
Pupils and families appreciate home visiting much more than teachers may realize.
Home visiting revealed conditions about homes and pupils that cannot be found in other ways.
The outcomes of home visits are often not completely revealed until later.
One of the most important contributions of this study is the focus it gives to the values that can come from developing good relationships between the home and the school. |

*Sneed, Ruth, *School Visits Home*, an action research study of home visiting by home economics teachers with implications for the total school program. Bulletin of The Bureau of School Service, University of Kentucky, Lexington, Vol. XXX, Number 2, December, 1957.

Techniques

Home visiting that is done with the "heart and soul" in it is worth the time and money invested. It can save time and effort later in accomplishing teaching goals. It brings satisfactions for teachers, pupils, and families.

When pupils and teachers, and when teachers and parents know something about each other before a visit, everyone is more comfortable.

In summarizing, home visits are made for the following purposes:

- getting acquainted
- establishing good relationships
- interpreting the homemaking program
- setting the stage for cooperative work
- learning about homes
 - ... for classroom teaching
 - ... for guiding home experiences
 - ... for curriculum development

Although there is a definite place for conferences with parents at school, and other contacts with parents, these are but valuable supplements to home visits and are not substitutes for the home visitation itself. Managing time for home visits however is a problem for some teachers. Many teachers have reported that suggestions from others helped improve their planning for home visits.

INTERPRETATION AND PUBLIC RELATIONS

The best interpretation of the homemaking program is "good teaching." However, there is a need for publicizing worthwhile accomplishments of the homemaking program and its unique contribution to education for home and family living.

Planned interpretation is essential in this competitive world. We cannot rely quietly on the merits of our accomplishments and leave it to the public to discover our achievements.

A well-planned program of interpretation may result in:

1. A greater understanding of the basic purpose of the homemaking program—a better personal and family living.
2. Recruitment of persons who could contribute to and benefit from the homemaking program offered in the school.
3. Favorable attitudes and public support.

It is necessary to plan special ways of interpreting if we are to secure good public relations. A plan for interpretation should be a part of the teacher's program of work. The yearlong public relations plan might include *A Public Relations Calendar* with tentative dates and major activities, such as:

- Contacts with key people
- Home visits
- Work with FHA/NHA Chapter committees for year's activities
- Exhibits and bulletin boards
- Assembly programs
- Special projects
- Radio and TV programs
- News items and articles
- Special events—banquets, dinners, teas
- Adult classes
- Cooperation with other agencies and organizations

Planned public relations activities provide valuable learning experience for pupils. When planning is made a part of classroom instruction, it can stimulate initiative and creativeness on the part of the students. Illustrations of the types of learning experience which may be provided in the planned interpretation program are included in Section IV, About Teaching Aids.

In building good relations there is no substitute for informal "person to person" contacts with people in the community. Genuine interest in people, resourcefulness and enthusiasm in the activities of the homemaking program, and willingness to work cooperatively with others are a few of the attributes of the homemaker teacher who puts into practice a good program of interpretation.

In the final analysis, the key to successful public relations in homemaking education is the home economics teacher herself who demonstrates pride in her profession through her behavior, appearance, understanding, interests, abilities, and her concern for home living problems in the community.

THE FUTURE HOMEMAKERS AND THE NEW HOMEMAKERS OF AMERICA ORGANIZATIONS

The Association of the Future Homemakers of America and the Association of New Homemakers of America in North Carolina are both affiliated with the national organizations.

These Associations are composed of chapters in junior and senior high schools in the State. Any student who is enrolled in a homemaking course or who has been enrolled in a homemaking course may become a member. Membership is voluntary.

The members carry on chapter and individual activities which help them to:

- promote good home and family living.
- develop creative leadership in home and community life
- gain understanding of neighbors at home and abroad
- develop their individual potential abilities
- further interest in home economics

Such experiences enable the members to contribute to the achievement of the overall goal of the homemaking program—helping individuals improve personal, family and community living.

The school, the home, and the community benefit from the programs and projects which a chapter sponsors. These activities also provide additional opportunities for interpreting to administrators, parents, and citizens of the community the values such an organization may have for the member, the homemaking program, and the school and community.

For the individual member, the chapter provides opportunities for:

- a feeling of “belonging” to a nation-wide youth group—working for the improvement of homes and family living.
- personal growth and development through wholesome and well planned social experiences.
- developing initiative through participation in planning and carrying out chapter goals, activities and projects.
- further development of leadership qualities as chapter officers and active members.
- experiencing the “give and take” of good human relationships through assuming responsibilities involving working with other people.

For the overall homemaking program, chapter activities:

- offer a natural channel for interpreting the goals and purposes of the total homemaking program.
- enrich and vitalize the homemaking program, adding greater interest and enthusiasm.
- help to accomplish the goals of the homemaking program by providing additional real life situations to which learning can be applied.
- provide a means for showing evidence of the growth of members in developing appreciations, understandings, and sense of values.
- help to increase appreciation for homemaking as a profession.

For the school and community, the chapter helps to:

- develop leaders who are encouraged to practice ideals of good citizenship in the total school program and as members of the community.
- gain recognition for the school through its programs and projects sponsored in the school and community.
- train members to be alert and interested in changes and trends which may affect the home and the family.
- develop the democratic ideal through group activity in the school and community.

The homemaking teacher as adviser has the responsibility of initiating, organizing, and sponsoring the local chapter, and for affiliating with the State and national organizations. The adviser's ability to guide the chapter, school, and community toward an understanding of the organization and its purpose largely determines its success.

Teachers have a challenge and responsibility in seeking many ways for integrating the work of the chapter with the total program of homemaking. When planning their goals for the year, they should include chapter experiences as an integral part of the program of work.

Helps for the new adviser are given in Section IV, About Teaching Aids.

THE CONFERENCE PERIOD

For effective teaching, it is important that pupils and teachers know each other as persons. Good relationships contribute to cooperation and mutual understanding.

The effectiveness of the teacher's counseling and guidance is in proportion to her understanding of basic human needs and how these affect personality and behavior. She recognizes that the aim of effective counseling is not necessarily to solve one particular problem, but to help the individual to grow so that he can cope with the present problem and with subsequent problems in a better, integrated way.

A conference period in the teacher's daily schedule allows an opportunity to discuss problems vital to the individual pupil that could not be done in a group. It is important that the conference be held in an informal atmosphere at a time in which people can work together, face situations, discuss problems, share ideas, and secure help. A certain amount of privacy should be provided in order to give assurance to the more reserved pupil and to focus attention on the problem at hand. For the pupil who does not have a specific problem, the conference period may be a time

for developing a greater understanding between the teacher and the pupil.

The conference period is an ideal time to:

- ... gain a better understanding of the pupil and the home situation.
- ... guide pupils in selecting experiences and provide bases for parent-pupil conferences.
- ... guide the pupil in selecting, planning, reviewing progress, and evaluating home experiences.
- ... counsel the pupil on personal problems.
- ... work with individuals on problems that affect their behavior within the family group and in other relationships.
- ... hold meetings of chapter executive board.
- ... hold meetings of committees planning for and evaluating class and departmental activities.
- ... hold a parent-pupil-teacher conference.
- ... hold advisory group conferences.
- ... work with PTA and other community groups and leaders.
- ... conduct an adult class if the conference period comes at the end of the school day.

Planning for effective conference may not be easy with increased school enrollments and heavy school schedules. However, if the teacher develops a systematic plan for pupil conferences and discusses it with the school administrator, it is more likely that he will recognize the value of such conferences, and provide time in the teacher's schedule. The teacher who plans for her specific situation will come a long way toward reaching the goal of relating all experiences in the homemaking education program to the needs of pupils.

HOME EXPERIENCES

Homemaking experiences carried out in the homemaking education program are successful to the degree that they enable pupils to live more satisfying lives. Class experiences in the area of family living are valuable only as they are reflected in the life of the pupil; likewise, the home influences the work done at school. The home experience can be the medium through which this may be accomplished.

The present concept of curriculum development places emphasis on the relatedness of all learning experiences; therefore, home experiences should not be considered separate and apart from

other types of experiences provided for achieving the objectives of education for homemaking.

This philosophy recognizes that home experiences constitute an essential part of the homemaking program, and that the soundest approach to providing a program that includes classroom, home and community experiences is through developing with pupils a concept of a total program in homemaking education and interpreting this concept to administrators and parents.

Teacher Guidance

The teacher should recognize that it is necessary for experiences to be carried on in the home as well as in the classroom to achieve the kind of learning that is the desired outcome of home-making education. She recognizes, also, that a close relationship between school, home and community is desirable because of what we know about the learning process, namely:

“A curriculum which provides for a variety of experiences, conducted under varying conditions, is more likely to result in learning on the part of more pupils than one which provides for a series of prescribed classroom experiences.

“Learning situations are good to the extent that they provide pupils with opportunities to make constructive behavior changes, and pupils are more likely to make these changes if the experiences (a) grow out of or are related to their interests; (b) have meaning in terms of their own situations; (c) help to meet real needs; and (d) provide them with a chance to succeed.

“Learning is more likely to be effective, too, if it takes place in a real situation, when there is opportunity for practice under a variety of conditions, and when the pupil participates in the entire experience from selection and planning through evaluation.”¹

A wise teacher not only recognizes the essential steps in planning and carrying through the home experience to completion, but realizes that the pupil needs guidance throughout the development of the home experience program. She starts planning early in the year for a good beginning and uses the information gained from home visitation as background knowledge.

Initiating the Program

Pupils should be introduced to the total program of homemaking education when they enroll in homemaking classes. Home experiences should be considered as a basic phase of all areas in homemaking.

Sound attitudes toward the values of home experiences are developed by helping parents and pupils realize (1) that learning

¹*Home, School and Community Experiences in the Homemaking Program*, pp. 9-10, U. S. Office of Education, Department of Health, Education and Welfare, Vocational Division Bulletin No. 252, Home Economics Education, series No. 29

is a continuous process, (2) that it is not restricted to the classroom, (3) that the individual learns best in a real situation, (4) that an individual needs to develop a high degree of self-direction for the job of homemaking, and (5) that selecting, planning and evaluating one's experiences aid in developing this self-direction.

It might be observed, however, that introducing home experiences at the beginning of the school year does not mean that all pupils will necessarily begin working on them immediately. The time at which pupils will begin working on home experiences will vary with needs, recognition of these needs, the needs of their families, their interests, and their past experiences. Interest in home experiences is stimulated in a variety of ways, such as:

- ... out of orientation activities at beginning of the year
- ... from class planning and activity
- ... from a home practice
- ... from an individual or group need
- ... from home responsibilities
- ... from units in other courses
- ... from FHA activities
- ... out-of-community need or activity
- ... from satisfactions gained from a previous experience
- ... from continuation of special interest

Selecting Home Experiences

Pupil interest in home experiences is increased when a wide variety of methods is used to help them identify problems as possible choices for these experiences. Some of the devices may be:

- ... record of home visits
- ... personal interviews with pupils
- ... observations of behavior
- ... study of school records
- ... check or choice lists
- ... interest inventories
- ... free response replies under headings, such as "Things I like to do at home", "Things I don't like to do around the home"
- ... exhibits suggesting possible activities
- ... reports of home experiences in classes and chapter meetings

The home experience should be selected with great care so that it will be a problem in which the pupil is deeply interested, the solution of which will be within her ability and will make a

real contribution to her personal and home life; it should be one that will have educational value for her and one that she will have resources for completion. In summary, the home experience should:

- ... stimulate real thinking and effort.
- ... provide for careful planning.
- ... involve formation of judgments.
- ... challenge new learning.

Criteria for selecting home experiences are more meaningful to the pupils if they themselves participate in setting them up. They should be stated in terms of pupil thinking and language.

Some questions which pupils might ask themselves about the selection of a home experience are:

- ... Am I really interested in this home experience and will I enjoy doing it?
- ... Does this home experience need to be done?
- ... Is it difficult enough to challenge my best effort, but not so difficult that I couldn't complete it?
- ... Will it give me an opportunity to learn something new?
- ... Will my family approve?
- ... Do I have enough time (a) to plan it beforehand, and (b) to work on it long enough to show improvement or growth?
- ... Is it something that I can financially afford at this time?
- ... Do I have the resources to carry it through to completion?
- ... Does it fit into my family's plans as well as my personal plans?
- ... Have I had sufficient instruction to carry out this experience successfully?

Using such criteria the final selection of the home experience is made cooperatively by the pupil, parent and teacher.

Planning Home Experiences

Effective pupil planning can result only if pupils have had experiences with planning. Therefore, one way of helping them do better planning for home experiences is to provide many opportunities for pupils to take increasing responsibility for planning in written form as well as orally.

The manner and attitude of the teacher toward planning is important and will be reflected in the results. The teacher who understands adolescents as developing individuals and challenges them to become independent and resourceful in thinking and planning constantly seeks ways whereby pupils may plan independently.

Making a tentative written plan for use in discussing the home experience is not beyond the ability of any high school pupil. The extent of enlarging, enriching, revising or adapting this plan may depend on many variants in family life as well as the pupil's own recognition of personal goals. The planning should be flexible in this stage of development of the home experience so that decision making may be delayed until all factors are considered cooperatively.

Cooperative planning is at its best when teacher and pupil have developed an appreciation for it as an integral part of the learning process. With this approach, every teacher will be able to guide pupils to develop more effective plans.

Pupil plans should

- ... be clearly and definitely stated.
- ... be complete enough, or in sufficient detail, to be a real guide in carrying out the home experience.
- ... be expressed in correct English and in good form.
- ... serve as a challenge for learning.
- ... indicate what is to be learned.
- ... recognize past experiences, special interests, and skills in solving problems related to the experience.
- ... include standards to be achieved.

Teachers often report that pupils do not mind doing home experiences, but that they do not like "to write them up". The value of written planning as a means of encouraging the best thinking on the part of pupils has already been indicated. It is generally agreed that people think more clearly when their ideas are put in writing. It is only through a consideration of written plans that the teacher and the parents can work cooperatively with the pupil and make decisions. It is imperative that a pupil write plans while interest is keen and that these plans become a part of the total written report of the experience.

It is the challenge and responsibility of the teacher, therefore, to help pupils understand that good reports are essential, and that they are *part of the learning process and an integral part in the development of an effective home experience program.*

"While it would seem to be highly desirable to maintain flexibility in regard to the form in which reports are to be developed, at the same time consideration needs to be given to the items which should be included. In terms of the purposes underlying home experiences, it would seem reasonable to assume that the report would be developed concurrently with the experience. Such a report would be cumulative, and when the experience was completed the report would be, too."¹

¹ibid: p. 37.

In the final home experience report, filed in the order of their development, would be:

- ... An over-all statement or title describing the experience.
- ... Reasons for choosing the experience.
- ... Statement of learnings to be achieved.
- ... Plan of work.
- ... Record of work completed with evaluative comments.
- ... Final summary which includes pupil evaluation of the experience with consideration of accomplishments as related to goals and plans, and parent and teacher evaluative comments.

Guiding Pupils While Experiences Are in Progress

Numerous and varied techniques may be used in guiding the home experience program, depending upon the type of problem under consideration. Some ways are:

- ... conference at home; home visits
- ... individual conferences at school
- ... class and group discussions
- ... pupil-parent-teacher conferences
- ... telephone contacts
- ... correspondence
- ... informal contacts with parents

Skillful guidance by the teacher is important throughout the development of the home experience program, but never so strategic as when home experiences are underway. A constant awareness on the part of both pupils and teachers will enable them to capitalize on opportunities for new learning experiences.

The ingenious teacher will devise ways of guiding experiences so that the pupils work with a high degree of independence and resourcefulness. Pupil growth in developing independence of thought and action is evidence of effective teacher guidance. The pupils can be encouraged to assume some responsibility for seeking help and guidance when most needed.

It is during this step that evaluation has meaning. "How am I doing?", "How successful am I in achieving my goal?", "How can I continue to improve?", "Where do I stand in relation to this goal?"—these questions of evaluative nature have meaning to the pupil if considered while experiences and activities are "fresh" and "stimulating". In any learning situation there is a need to appraise, or determine what is happening to the individual; therefore, evaluation should always be an integral part of the experience.

Teacher guidance during this step of development may consist of the following:

- ... recognize work done
- ... assist and encourage when difficulties are encountered
- ... teach new techniques
- ... direct the pupil to sources of help
- ... assist in setting standards for measuring progress
- ... encourage the pupil to make continuous evaluation
- ... participate in final evaluation made jointly with the pupil, her mother, or other members of the family

Summarizing and Evaluating Home Experiences

A final summary is needed to complete the whole experience and to help the pupil recognize growth and progress related to goals set up. *The home experience is not really finished until this step is completed.* In fact, this step is one of the most challenging parts of the entire experience for the pupils. It is during the final evaluation that the teacher helps the pupil think through and pin-point the values of the experience in terms of improvement in personal and family living.

Creative evaluation by the pupil should be encouraged. The method used should be flexible enough to allow free, spontaneous expression of satisfactions and interest in the project, as well as recognition of growth. It is wise to give guidance with this step when the projects are nearly completed so that, if the goals have not been reached, the decision to continue work may be made cooperatively by the pupil, parents and teacher.

The following questions might be helpful to the teacher in directing the pupil in thinking through what has been learned and to what extent the original goals have been reached. Questions should be used as a guide only and should not limit or restrict pupil comments.

If you were to do this home experience again what changes would you make? or, What changes would you recommend to some one doing a similar project?

What was most difficult? In what were you most successful?

What new things did you learn?

Have you included general comments of your own that would indicate the value of the experience to you? to your family?

Have you included in the summary recognition of the unique aspects of your project? (Such as management of time, summary of cost involved, appearance or standard achieved in finished product.)

If you have learned to work with others (or other members of your family) better through this project, indicate how.

Have you included comments of your parents?

Do you consider your project a success? Do you have a feeling of satisfaction in the results achieved? Would you profit from continuing work in this area?

After the pupil has evaluated his or her own work, the teacher should add her comments regarding what she thinks has resulted from the total experience. Consideration should be given to the four facets of the experience—the selection, the planning, the work done, and the pupil's evaluation.

Home experiences offer an opportunity to give recognition to pupils for their accomplishments, thus increasing their feeling of satisfaction as an additional reward for outstanding work done.

HOMEMAKING EDUCATION FOR ADULTS

A vital part of the program of homemaking education is working with adults and out-of-school youth in the school community. The need and value to adults for continuing education is perhaps greater today than ever before because of rapid socioeconomic and technological changes.

Homemaking education for adults is recognized by homemaking teachers and their administrators as a part of the vocational program. The adult program serves young people who are preparing to establish homes and assume the responsibility of parenthood as well as experienced homemakers who desire further education to meet new problems in homemaking. Many youth sixteen years old and over who left school early may have an opportunity of continuing their education for more satisfying family living through adult education classes. Aging family members also have found adult classes of value in many ways.

Much of the effectiveness of adult education depends on the teacher's interest in and ability to help adults better understand the needs of their families and discover ways to meet these needs.

If education is to enrich the lives of adults, it must deal with concerns that are interesting, significant and challenging to them. The success of a program of adult education rests in part on the knowledge of what adults are like and of some factors which influence their attitude toward organized instruction. A teacher can work more effectively in the adult education program when she considers that adults:

- Are interested in their every day problems.
- Grasp new ideas and facts if associated with their experiences.

- Need to see a reason for learning.
- Will allow interest to lead to other learnings.
- Will not permit class attendance to interfere with other established routines.
- Learn through informal discussions and through visual aids.
- Appreciate teachers who are easy to know and interested in their problems.
- Work better in small groupings or as committees within a larger group.
- Judge the value of a unit from its title.
- Like "take home" leaflets.
- Are willing to participate in class when they have the assurance of ability.

The Homemaking Curriculum

Problems related to any phase of homemaking are appropriate for a unit of instruction. An adult class is organized as a series of lessons on homemaking problems of concern to the class members.

The offerings should provide, over a reasonable period of time, opportunities for older youth and adults to get help in a variety of homemaking areas, such as: clothing and textiles, consumer education, development of individual family members, family and family-community relationships, family finance, family health, food and nutrition, home management and housing.

Some of the aging may have specific interests that can best be met in special classes. Instruction may be planned around such topics as hobbies; family relationships; food and nutritional needs; money management; housing needs; safety, health and sanitation information.

Ways of Organizing An Adult Program

- Plan for the promotion of the adult program at the beginning of employment.
- Study the characteristics of adults that affect learning.
- Determine the needs and interests of adults through surveys, observations, and contacts with key people and agencies in the community.
- Consider curriculum offerings that the teacher can best teach in relation to her ability and the facilities available for the class.
- Use a variety of techniques to gain interest in an adult program.

- Determine the possibility and value of an advisory council to aid in the promotion of the adult program.
- Set up definite goals and schedules for continued publicity, using available community resources, such as TV, radio, newspapers and telephone.
- Solicit cooperation of parents, administrators and key community people in publicizing the program.
- Use school and department facilities as a means of creating interest and awareness of the contribution the homemaking program can make to adults.
- Make personal contacts with adults in homes, in public meetings and on other informal occasions.

Methods of Instruction

The methods of instruction used in teaching adults, as in teaching adolescents, need to be varied to accomplish the objectives toward which the group is working. Some of the teaching techniques and methods which have been found to be effective are: demonstrations; laboratory; lecture-discussion; workshops; and group discussions—roundtable, panel, forum and symposium. Although essentially the same methods are used for adult groups as are used for high school teaching, a different approach and some adaptation of method may be desirable to appeal to and hold the interest of adults. Variation in method from meeting to meeting, and also within a single class period adds interest.

The importance of using a variety of good visual aids and other teaching tools cannot be over-emphasized. The effective use of films, recordings, exhibits, plays, skits and role-playing helps to make instruction more interesting and meaningful.

Since adult education is entirely voluntary, attendance depends upon interest; therefore, the BEGINNING LESSON is very important in setting the stage for the series of lessons which follow. If at the first meeting favorable impressions are gained by the homemakers, there is more assurance of future attendance and participation.

In order to make the first session successful the teacher should:

- provide a friendly atmosphere in an attractive environment.
- welcome class members.
- present a well-planned lesson that is stimulating, interesting and informative.
- provide for as much group participation as possible.
- use a variety of visual means for arousing interest in possible topics or phases which might be included in the series of lessons.

- give an overview of some of the possibilities for the series of lessons. Provide opportunity for class members to share in planning for the remaining lessons.
- provide take-home material related to the lesson or the series.
- plan with the group for the second lesson.
- start and end the meeting on time.

KEEPING THE CLASS ALIVE is no small task; but with a successful beginning, people come back for more if they can anticipate learning something of value to them, and they will look forward with eagerness to the next meeting. For continuing success the teacher will evaluate and re-evaluate her planning, techniques and results throughout the series of lessons. Making visits to the homes of members between class meetings helps establish friendly relationships and helps determine if learnings expected by adults have been achieved. Visits to families provide an opportunity to guide adults in continuing class projects at home and thereby gain a feeling of attainment.

Evaluation

Evaluating homemaking instruction for adults is appraising the effectiveness of what was taught. This is best done jointly by the teacher and the class participants. Ideally, evaluation should be continuous, although appraisal "points" occur at specific times. This evaluation is especially important for the teacher because it gives her some leads or clues for improving her program.

All evidences of success will not be visualized at the close of the class. Simple criteria by which the teacher might determine the effectiveness of the adult class are:

- The number of persons who attend classes regularly.
- Remarks made by members.
- Statements indicating the extent to which class members use their learning.
- Evidences that class members share this learning with others.
- Number of requests for help on additional homemaking problems.
- Evaluative comments obtained at the last session.

The results of an adult program can be measured both in terms of its value to adults and to the day-school program. From this contact, teachers gain an increased understanding of the attitudes of the people in the community relative to family and social concerns such as:

- Acceptable behavior of youth.
- Evaluation of the school program.
- Home responsibilities assumed by family member.
- Parents' interest in providing home and community recreation for youth.
- Parents' point of view relative to social problems in the community.
- Parent-child relationships.
- Attitudes toward early marriages.

Telling the Story of Adult Education

Telling the story to the public not only serves to increase interest in adult education but also to interpret the total homemaking program. A program of continuous publicity while classes are being planned and taught will deepen interest of homemakers and will help secure public understanding.

Publicity tells a story, using every medium effectively, with announcements in newspapers at the opening of the class; progress reports and final write-up at the end of the series. Action pictures, titles or captions which appeal strongest to the public, and names of class members help tell the story more vividly. Other media used might be: exhibits in various places, eye-catching posters, and presentation of programs for other groups.

Informal Methods of Teaching Homemakers in Adult Education

An alert homemaking teacher discovers new ways of reaching people as she works with activities which she undertakes throughout the year in her instructional program.

People who might never go to a series of classes may be reached by informal methods, such as:

- Exhibits—do more than appeal to the eye.
- Open house—an old technique but still good.
- Radio or television programs—real opportunity when near stations.
- Series of news articles on homemaking—for the busy homemaker.

Helps from lay leader—special resource.

Talks to clubs—informative to many.

Clinic—solving individual problems.

Consultation service—for special problems of families.

Home visit—to help with homemaking problems.

Adult Education—With Other Agencies and Groups in the Community

In a vocational program the teacher works not only in the classroom but also in the homes of her community and with other

agencies and groups which have as their objective the improvement of home and family living. Some of these groups are: the Grange, Farm Bureau, Community Development Association, County Board of Farm Organizations and Agencies, local Board of Health and Welfare, civic organizations, the Parent-Teacher Association and Civil Defense.

When the leaders and people of the community are concerned and are working on some problem affecting family living, the homemaking teacher participates in the planning and makes a contribution toward the solution of the problem in her school-community.

The homemaking teacher works with her principal in planning for cooperation in such programs. In evaluating the request for help or service, they might consider such questions as:

How is the request related to the purposes of the State homemaking education program?

Can activities planned be integrated and used to vitalize the homemaking program?

Is this activity or program so important that it should be incorporated into the program of work even though it does not immediately contribute to the purposes of the homemaking program?

Is there another agency which is organized to carry on this particular activity or is already assuming major responsibility for it?

Is this activity one in which the school should be basically interested?

What adjustments will the teacher need to make in the homemaking education program in progress if a decision is made to participate in this activity?

MANAGEMENT IN THE HOMEMAKING DEPARTMENT

Management is the way to use what is available in order to obtain what is desired. It involves:

- planning how to use resources
- controlling the plan in action
- evaluating the results

In every situation there is management—either good or poor. Although good management is essential in the homemaking program, it does not come about by accident. It must be planned with consideration of the needs and facilities of the specific situation. It will be different in every homemaking department, just as it is different in every home.

The demands of everyday living point up the need for skills in management. Pupils should be helped to develop skills in

managing time, energy, money, and other resources. At every opportunity they should participate in the department's management activities as learning experiences.

Improving the Homemaking Department

Homemaking classes are more productive if the department creates something of the atmosphere of the home, where simplicity, convenience, sanitation, comfort and attractiveness are emphasized. It has become increasingly important to provide livable furnishings in the homemaking department. Such furnishings should be durable and easily cared for and at the same time give satisfaction and express desirable standards of family living.

Whether the department consists of several rooms or one large all-purpose room, it should be so equipped and arranged as to provide space for class discussion and study, for laboratory and social activities, for storage facilities for teaching materials and equipment, and should include a work center for the teacher. Every department should be equipped to teach all areas of homemaking.

When funds are limited, the department may be furnished gradually in accordance with a long-time plan for the addition of equipment within definite periods. Attention should be focused on securing minimum or basic equipment first, adding equipment in the order of most urgent need until the department is adequately furnished. Copies of the overall plan should be filed in the homemaking department, in the principal's office, in the superintendent's office, and in the office of the area supervisor, so that there will be continuity in completing this long-range plan even though there may be changes in teaching personnel.

Problems in improving the department offer excellent learning experiences. When pupils share in planning for and making improvements, they not only learn about quality, cost, appropriateness and upkeep through active participation, but they also come to feel a sense of pride in the department itself.

Caring for the Department

A clean, well-kept department is not only an inspiring place in which to work; it is also a means of helping pupils develop high standards of housekeeping. The problem of keeping the department clean and orderly presents a challenge as well as an opportunity to the teacher to use this activity as a learning situation. Pupils should be helped to understand that system, order, cleanliness and attractiveness are requisites to good standards, whether in the classroom or at home.

Pupil participation in planning for efficient housekeeping which can be done in a minimum expenditure of time and energy

will stimulate interest in making *their plan* work. Each class should divide housekeeping responsibilities as evenly as possible; these divisions should be such that each pupil will have the opportunity to learn to perform each task.

Managing the Finances

Business-like methods of managing department finances, including accuracy and efficiency in the keeping of department financial records, must be followed. Early in the school year pupils should be informed as to the sources of funds and the amount of money available. They will gain good training in money management by participating in planning for the expenditure of the department funds and in keeping records.

Filing

Filing records and resource materials calls for system and orderliness. Resource materials should be so arranged as to be easily accessible to both teacher and pupils. As the amount of illustrative material is increased and the range of home economics subject-matter to be filed is expanded, it is necessary to allow small enough divisions so that material may be identified easily. "The greater the range of material to be filed, the more selective must be the filing system and the more careful the indexing. Only so will the material be quickly found as needed."¹

There are many patterns for filing. The plan selected should be simple and should include provisions for expansion. In many departments the materials are filed in alphabetical order by areas, whereas in others an adaptation of the Dewey Decimal System is used. In any system the use of a different color label for each section of the file helps to locate materials and to keep them in order.

An index to the filing system aids in independent use of the file. A system of signing-out helps in keeping track of materials. Pupils should understand the system so that they use it without assistance.

Teaching materials which come into the department addressed to the school or to the teacher should be filed for permanent use in the department. The teacher's personal materials should be labeled so as to be easily identified. Every teacher has a responsibility for building and/or keeping a library of teaching materials up-to-date, and for maintaining a professional file. Keeping professional records up-to-date and in usable form requires adequate filing space for: budgets; bills and records of expenditures; inventories; FHA or NHA records; correspondence; teacher's monthly and annual reports; home experience records; and official bulletins and newsletters from the State office.

¹Williamson and Lyle, p. 366; *Homemaking Education in the High Schools*.

PROFESSIONAL AND PERSONAL IMPROVEMENT AND GROWTH

An interesting, inspiring teacher has enthusiasm for her work that inspires others. She realizes that impressions she creates on her own students are just as important as those she creates on strangers. A pleasant smile, a soft voice—free from tension—which hints at easy laughter, a sense of humor, patience, good taste in dress and speech—all these attributes are as much assets in good public relations as are desirable personal and professional goals.

In a recent study, high school students stated that they liked a teacher who had "patience", and ranked this characteristic "highest" in the list of qualities desirable for a home economics teacher. Contented students and satisfied graduates are the best publicity agents for the homemaking program.

A teacher who continues to grow in professional understanding and in her philosophy of education and living will eagerly look forward each year to planning her own goals for *personal* and *professional* improvement and growth.

Pride in one's profession—and loyalty to the profession—are pre-requisites to a teacher's effectiveness. The prestige of the profession, of the homemaking program, starts with the individual teacher. The job is judged by what the teacher is and what she does to all persons with whom she comes in contact; the teacher is home economics, the teacher is the homemaking program. The alert teacher recognizes and is able to convey to others the worthwhile contributions of the homemaking educational program to personal and family living to the extent that she grows and develops (1) as an individual person and (2) as a teacher. How important it is, then, that the teacher charts a course professionally that will help her to translate her beliefs into an action program.

Looking Ahead Professionally, a growing teacher

- ... Is interested in improving the quality of teaching.
- ... Seeks new ideas and promising practices through reading professional articles.
- ... Reads regularly and critically professional books and periodicals.
- ... Supports professional organizations.
- ... Keeps in touch with new trends and developments in the field of general education which have implications for home economics.
- ... Searches for research data pertinent to problems of concern to adolescents and families.

- ... Recognizes the importance of continued in-service training.
- ... Practices good professional ethics.
- ... Recognizes supervision as an in-service training opportunity to work with others to improve the instructional program.
- ... Is interested in improving the quality of teaching.

Professionally Speaking—Look at Learning

The teacher is the key in creating the kind of learning environment in which pupils can develop to the fullest extent of their abilities and interests.

Post-meeting evaluation of a recent three-day conference revealed that the talk on "Principles of Learning" was listed as *most helpful* more often than any other one talk. This was of special interest to educators who continuously stress the importance of understanding how people learn. It also reveals that teachers need to "refresh" their minds relative to learning and to put in clear practical language ideas for action.

Learning starts with intense interest of the learner

Be A Teacher Who—

recognizes that pupils learn what they are eager to learn.

recognizes "natural curiosity."

recognizes pupil-zeal in following up interests.

recognizes that pupils have innate ability to discover new interests as learning unfolds.

Self-respect is a necessity in learning

Be A Teacher Who—

encourages the pupil to believe that he has the capacity to learn and to achieve, and that it can be recognized by others. seeks new ways for recognizing individual differences.

gives encouragement at stages where difficulties present themselves, clearing up confusions and misunderstandings.

helps the pupil to identify and reduce his own tensions by enlarging his understanding of himself and his environment.

is non-judgmental, unshockable and always interested in the pupil's viewpoint.

helps the pupil to get the "perspective of humor" (Lindeman) on his own situation.

is sensitive to signs of serious personality disturbances.

Learning is a continual process of interaction

Be A Teacher Who—

provides opportunities for small group participation.

encourages maximum interaction within the group.

establishes and maintains channels of communication between teacher and the group, and between members of the group.

Learning is unique to the individual

Be A Teacher Who—

pays careful attention to what is happening to individual pupils.

notes progress or lack of progress as the pupil deals with his problem.

attempts to evaluate whether the "right" kind of things are happening to the individual involved.

learns how to listen, as pupils reveal themselves, without trying to do their thinking for them.

provides opportunities for the pupil to experience person to person working relationships.

Professionally Speaking—Look at Planning

The teacher has a creative role to play in planning. Every teacher wishes to lay a good foundation for the year's work so that her pupils will gain the most from their experiences. Pre-planning is necessary; the creative teacher recognizes that time taken to talk plans over with the students is valuable. "Work with your pupils this year" might well be a renewed challenge. Let them express themselves, give their ideas, because the fresh, interesting ideas they add will give zest and vitality to the program.

Just as a map is an aid in traveling, a program of work is a guide for the teacher to follow toward the goals set.

Planning . . . First Step for a Successful Year

'Make no small plans . . . they do not stir the imagination.'
How do you plan to . . .

Improve the adult program

Strengthen the home experience program

Improve the instructional program

Strengthen the Chapters of Future Homemakers of America
 or New Homemakers of America

Provide enriching experiences for more boys and girls

Build sound relations with the public

Grow personally and professionally

Keep good records of progress

Make the homemaking department a better place to work

Improve learning aids and materials

Improve department facilities

. . . The direction the teacher is traveling determines the destination she reaches!!!

A September resolution for a homemaking teacher may well be —“I will encourage and provide opportunities for pupils to help in planning our curriculum. I will do my best to fit their ‘wants’ and ‘concerns’ to their needs.” Finding out what pupils feel is important for them to know is good business.

Good classroom planning follows this pattern:

Definition of purpose and content.

Decisions about how to accomplish purpose.

Collection of learning aids and materials.

The work itself.

Presentation of results.

Evaluation and new planning.

The time factor is the least understood in planning and management. Both teachers and pupils are often impatient with the time it takes to make a good plan together. Often they don't realize that “sweating out” the hard questions of:

What is most worth doing?

How will we do it?

With what we can do it.

How to work together?

What the form of presentation of results should be.

How to estimate success and failure by valid means *is the answer to purposeful teaching and motivation.*

Since the purpose of what they are doing is clear to the pupils, motivation is strong and thus they are eager to acquire the knowledge and skills needed to reach their goals. Teacher-pupil planning also opens the doors for common interests, differing abilities, talents, and special skills, when a class presents a lively series of suggestions as to what should be done first, second and third. In a short time decisions may be reached as to the first priority; or then again, a decision may be made to allow for more freedom in pursuing interests.

. . . Teacher and pupils are co-workers in planning in a democratic society.

Professionally Speaking—Look at Evaluation

Evaluation and its purposes have been clarified again and again by educators. To be effective, evaluation must be carried on simultaneously with teaching. Some of the questions to be frequently asked by both teachers and pupils are:

How well are pupils doing?

How well am I doing?

What have we learned today?

Explain what is meant by—"How am I doing?"

Evaluation starts with planning and is concerned with progress toward goals—"What is it that I am trying to do?" "What evidence is there that goals are being accomplished?", or "How well have we accomplished what we set out to accomplish?"

Instinctively, in any undertaking or experience, people just naturally make evaluative comments as to the success or satisfaction received. "How did you like it?"—comes as natural as breathing itself. In school, then, there is a need for more opportunities for pupils to make critical or evaluative comments—and for guidance in order that self-appraisal or estimation of their own progress is made.

Observing pupils in various situations and at various times gives insight into a pupil's thinking and beliefs. Changes are constantly taking place in human development. Therefore, absolute judgments should never be made; all decisions and judgments in behavior should be tentative. What do we see the first time we see a pupil? How do pupils react under stress? How do other people react? What do neighbors and other people in the community say about high school pupils?

How can the teacher know when she is doing a good job of teaching? She asks herself: What do I believe about teaching? Am I demonstrating those beliefs? Do I enjoy teaching? What kind of person am I in the classroom? How many homes am I reaching? Are homes better as a result of my teaching? These

questions are strategic in guiding the teacher to evaluate her work with pupils and the effectiveness of her teaching.

"The methods of evaluation should be geared to the situation, the pupils, the teacher, and the goals held in common. A teacher will discover that the same type of evaluation may not be as effective with some pupils as with others. Evaluation must be sufficiently flexible to encompass the many variables which occur from group to group, and within the same group."*

Finally, review the principles of evaluation:

Evaluation begins with the selection of a specific goal that is definitely related to the needs of an individual.

Evaluation is concerned with the growth of an individual in the direction of the goal or goals.

Evaluation is a *cooperative* process.

Evaluation is a continuous process which develops in accordance with a systematic plan.

Evaluation is based upon recorded evidence, objective in nature, that is agreed upon as being consistent with the kinds of behavior desired.

For greater effectiveness, pupils should have a part in developing the means of evaluation in a unit or course, or even for periodic-time-block, customarily used in reporting grades to parents.

The teacher has the responsibility for guiding pupils to be as self-directive as possible; she can develop simple criteria or a check-list for pupils to check themselves. Pupil evaluation is important. As pupils mature, they can help set up their own criteria.

Evaluation is most useful in revealing opportunity for improvement and in stimulating growth—professional growth and program growth.

Professionally Speaking—Look at Our Methods of Teaching

It is believed that every teacher wants to be a better teacher and is constantly seeking ways to facilitate learning. A gifted *teacher* is usually a keen *student* of method. Whether the terminology "techniques" or "methods" is used, the teacher is aware of the importance of classroom procedures in the process of learning.

Techniques are as varied as the results desired. Effective techniques are those which—

*How to Evaluate Students, Henrietta Fleck, McKnight and McKnight Publishing Company, Bloomington, Illinois. 75¢.

- develop initiative and self-direction of pupils in learning.
- create stimulating situations in which individuals and groups may think for themselves and think together purposefully.
- develop needed skills and the ability to work well with others.
- give a background of pertinent information.
- encourage creative thinking in a climate guided by the teacher, but free from teacher domination.

Effective planning for improving techniques is important. It is also essential if teaching is to keep pace in this changing society with the many changes in family living and to make adjustments in techniques as more is learned about needs and the learning process itself. Techniques of teaching are bigger than, but include, classroom procedures. Effective teaching never permits routine and detail to obscure its directive purpose. Running-in-circles is time consuming and frustrating. A few things may be accomplished, but often accomplishments are disorganized and patchy evaluation is difficult, and the teacher loses the stimulation of growing professionally. Selection of techniques is made according to purposes, goals, abilities and interests of the group, and according to the teacher's ability to use them. Therefore, planning for improving teaching techniques and for improving "know-how" and skill in using techniques which are fruitful—whether new or just new to the teacher—are very important. If plans are not clear enough to put in writing, then they are not *clear enough*. Plans should be stated clearly to be a guide for action.

An occasion like this—a summer planning conference—provokes reflection and causes a raise in sights and a look at techniques objectively to determine what techniques are:

- good last year
- good for the new year
- good any year

In this age of priorities, non-essentials should be labelled and treated as non-essentials. The guide for re-evaluating techniques should be:

Throw away!!!

Eliminate those techniques which are outworn or have no value because:

- pupils are not learning
- they are characterized by a teacher dominated class period
- they make learning difficult for pupils, but are used thoughtlessly because "it has traditionally been done this way"

Mark down in value!!!

Use less frequently or discard entirely those techniques which are:

- insignificant or obscure as to what learning is involved
- overemphasizing facts unrelated to learner and the learning situation
- allowing for busy work without pupils clearly understanding the purpose

Mark up in value!!!

Make an effort to understand and improve those techniques which:

- involve the pupils themselves
- encourage pupils to ask questions and make it easy for them to arrive at answers
- help pupils to see all the possible choices in any issue and make it easy for them to choose
- allow the group to solve problems with the wide participation of all, with the dictation of no one person

Group thinking has been shown to be superior to individual effort, that is, superior in light of qualitative results obtained. Group ventures have been successful due to the fact that when a member of the group has an idea, he naturally thinks of another idea, and his idea stimulates the thinking of other group members. Professionally, it is a challenge to learn more about group techniques and improve such techniques as discussion, brainstorming, group laboratory planning, and others.

A wide variety of methods and devices are needed, oftentimes within an instructional hour, to adjust to individual differences. Most people like a change in experiences and procedures; the short interest span of pre-adolescents is well known to teachers of the junior high school level, but it is also true that audiences and groups in a classroom have a relatively short interest span. A change of pace, of materials, of methods, of physical and mental environment—is a welcome plan in working on *a problem*, even if the class is intensely interested in it.

A list of devices or procedures for gaining ideas from a group include:

- | | |
|--|--|
| Three-minute drill on important skills | Oral report to use as basis for class discussion |
| Recordings and analyses | Use of puppets or masks |
| Written "spot" test | Committee or group reports |
| Skit or playlet written by students | Oral quiz |
| | Debate |

Practice performance	Report on test papers
Role-playing	Resource speaker
Buzz groups	Oral reading
"Capsule" reports	Radio or TV programs
Comments with illustrations	Pantomime
Observation and report	Excerpts from stories or plays

Review the principles of learning and develop a plan for improving techniques for the homemaking program. The keen teacher will include goals in her own teaching program, a list of techniques which could be suggested for further exploration of her professional in-service training group, and techniques to suggest to planning committee members of State-wide meetings or conferences.

RELATION OF HOME ECONOMICS TO THE TOTAL SCHOOL PROGRAM

As an integral part of the total educational program, home economics has an invaluable contribution to make to related areas in education. For the most effective program, it is essential for the homemaking teacher to plan cooperatively with teachers in other departments for joint activities, joint or exchange classes.

Some aspects of family living which are appropriate for joint activities, joint or exchange classes, are:

- Economic security for the family
- Food and nutrition
- Selection and care of clothing
- Management of family resources
- Housing, its furnishings and equipment
- Family health and sanitation
- Family recreation
- Farm and home safety
- Home improvement
- Personal and family relations
- Community improvement
- Consumer education
- Regulations affecting workers

Instructional areas with which home economics teachers most frequently cooperate are the following: agricultural education, distributive education, trade and industrial education, health education, science, and elementary education. Suggestions for co-operation are outlined below:

Cooperation With Agriculture

Suggested Time: 1-2 Weeks

Farm living is an endeavor of the entire family; therefore, cooperation among family members is basic to the success of this way of life. Teachers of vocational agriculture and home-making have some responsibility for planning cooperatively for instruction in certain aspects of their programs on both the youth and adult levels.

Offerings in exchange programs may be selected from the following topics:

*For Girls***Gardening**

- The family food supply
- Soil preparation
- Use of insecticides

Poultry Management

- Culling
- Feeding
- Housing and sanitation
- Breeds

Simple Household Repairs

- Electrical appliances
- Simple plumbing repairs
- Use of household tools

Finishing and/or Refinishing Woodwork

- Use of wood working tools
- Proper techniques
- Types of finishes
- Painting, including care of equipment

Landscaping

- Evergreens—types and selection
- Soil preparation and planting
- Care
- Insects and diseases

Boy-Girl Relationships**Farm and Household Finances and Records**

- Budgeting
- Savings
- Investments
- Joint management
- Records

*For Boys***Housing**

- Care of home equipment
- Space for family living
- Home improvement
- Storage

Family Finances

- Budgets
- Savings and investments
- Management of income
- Records

Foods and Nutrition

- Simple nutrition
- Simply cookery
- Etiquette and manners
- Planning an adequate food supply

Clothing and Personal Appearance

- Care of clothes
- Clothes for the occasion
- Grooming
- Getting your money's worth

Cooperation With Distributive Education

Suggested Time—1-2 Weeks

A jointly planned program for homemaking and distributive education should have as its major purpose the broadening of concepts concerning consumer-retailer problems. Since much information is basic to both homemaking and distributive education, coordinated activities—joint classes, exhibits and joint projects—may be more effective than exchange classes.

Problems of interest to boys and girls in these groups might be related to content in the area of:

Personal Grooming and Appearance

- Simple care of clothes
- Personal hygiene
- Grooming

Clothing and Textiles

- Selection and care
- Simple repair
- Clothes appropriate for the occasion
- Shoe selection and care
- Clothing budget

Foods and Nutrition

- Simple nutrition
- Meal selection
- Foods for special occasions
- Eating out

Family Economics

- Savings and investments
- Family budgets
- Installment buying
- Money management

Personality Development

- Getting along with others
- Growing into adulthood

Family Relations

- Being a good family member
- Getting along with others
- Family good times

Employer-Employee Relations

Vocations in the Business World

Job analyses

The work-a-day world

Business ethics

Work laws

Consumer Problems

Cooperation With Trade and Industrial Education

Suggested Time—1-2 Weeks

The dual occupation of homemaking and wage earning presents many problems in both personal and family living, not only to girls and women but also to the men in the family. The number of girls and women working outside the home has been steadily increasing. It is estimated that the majority of women employed outside the home will work for a period of twenty or more years.

With less time available to the adult homemaker to devote to the occupation of homemaking, more joint planning and cooperative decision-making and sharing are imperative to family well-being and happiness. Short exchange units can be planned to help the older boy and girl develop attitudes, interests and abilities in relation to their responsibilities and privileges of family living.

Instruction might be offered in one or a series of the following topics:

For Boys

Family Finances

Budgeting

Expenditures

Savings and investments

Management of family income

Record keeping

Boy-Girl Relationships

Simple Cookery and Nutrition

Adequate daily food requirements

Simple food preparation to meet emergencies

Table manners

For Girls

Household Mechanics

Repair small electrical appliances

Simple plumbing repairs

Use of simple household tools

Housing

Painting walls, woodwork or furniture

Care of painting equipment

Furniture selection

Refinishing furniture

Renovation of a piece of furniture

Planning an adequate food supply	Home ownership versus renting
Food costs	
Clothing and Personal	Occupations for Women in Industry
Appearance	Laws and Regulations Affecting Women Workers
Simple care of clothes	
Selection of clothing	
Proper dress for occasions	
Grooming	
Clothing budget	
Manners and Etiquette	
Behavior at home and in public places	
Eating out	
Shopping ethics	
Family Relations	
Getting along with friends and family	
Housing	
Costs and upkeep—install-ment buying	
Operational costs	
Home ownership versus renting	
Furnishings for the home	
Home improvements	
Care of home equipment	

Cooperation With Health Education

Good health is recognized as an essential for everybody. Health education is integrated with all areas of the homemaking program. However, when the course in health parallels the home-making class, both homemaking and health education teachers can profit from coordinated planning in order to prevent unnecessary repetition.

The home economics teacher helps pupils make practical applications of health principles to personal and family living through the experiences she provides in the home economics laboratory.

Cooperation With Science Instruction

Much of the instruction given through homemaking education is based upon the application of science principles to everyday

living. In this area also, both homemaking teachers and teachers of science may improve teaching-learning experiences and prevent unnecessary repetition by planning jointly on units of instruction, demonstration, and projects.

In the home economics laboratory there is opportunity for pupils to put into practical use some of the principles they have learned in science classes; while with certain problems encountered in homemaking classes the setting and equipment of the science laboratory provide opportunity for demonstrations which help to give increased understanding of the scientific principle involved. Therefore, certain everyday problems may be selected and planned cooperatively for exchange work.

Cooperation With Elementary Education

Elementary and homemaking teachers often find it mutually profitable to plan and carry out some cooperative activities. While the homemaking teacher cannot teach a series of lessons on homemaking in elementary grades, she can work with elementary teachers as a consultant or resource person in planning for some experiences related to homemaking.

She may also arrange for homemaking pupils to work with children in the lower grades, serving as group leaders and helping children with simple learning experiences in

- nutrition
- table manners
- relationships
- care of personal possessions

The outstanding value in this activity is the increased understanding of young children gained by the high school pupils.

Section II

*About the
Instructional
Program*

SUGGESTED UNITS FOR THREE-YEAR PROGRAM

AREA	FIRST YEAR	SECOND YEAR	THIRD YEAR
Child Development	Sharing with the Care of Young Children 3-4 Weeks	Understanding Growth 3-4 Weeks	Infant Development 3-4 Weeks
Clothing	Personal Appearance and Simple Construction 9-11 Weeks	Making an Attractive Wardrobe 8-10 Weeks	Advanced Problems in Family Clothing 8-10 Weeks
Family Economics	Integrated With All Units	Integrated With All Units	Managing Family Resources 3-4 Weeks
Family Relations	Being a Good Family Member 3-4 Weeks	Getting Along With Others 3-4 Weeks	Preparing for Marriage and Homemaking 6-7 Weeks
Foods	Easy Meals 8-10 Weeks	Meals for the Family 8-10 Weeks	Foods for Many Occasions 8-10 Weeks
Health	Integrated With All Units	Safety in the Home 2-3 Weeks	Family Health and Home Care of the Sick 4-5 Weeks
Housing	Enjoying One's Surroundings 3-5 Weeks	Improving the Home 4-6 Weeks	Housing for Modern Living 3-5 Weeks
Homemaking for Boys	1 to 2 Semesters		
Preparation for Marriage and Homemaking	1-2 Semesters—For Older Boys and Girls in Mixed Classes		

CHILD DEVELOPMENT

Philosophy

We believe that:

- Studying child development helps high school students to understand themselves and their present families, and to be better prepared for future marriage and parenthood.
- Students gain an increased understanding of the basic and emotional needs of children through sharing in their care and guidance.
- Through observation of children's behavior students may get some insight into their own behavior and its effect on others.

HOME ECONOMICS I

This unit has been planned to highlight activities which may result in successful, friendly experiences with children. It is hoped that a genuine interest and increased enjoyment of children may result, as well as increased ability to accept them as individual personalities. Major emphasis in the first year is a recognition of the value of play in the development of children.

One of the worthwhile experiences that first year students are having is in caring for younger brothers and sisters, and in caring for children in other people's homes. Opportunities for guiding play activities, for observing how children react to situations, as well as for keeping a child safe, contented, and happy should be provided during this year of child development.

Much of the observation and first-hand experiences with children should be with the pre-school age, since these contacts are more profitable for developing some understanding of child behavior.

Suggested Titles: Enjoying and Helping With Children
Sharing with the Care of Children
Learning About Children
Understanding Younger Brothers and Sisters

Suggested Time: 3-4 Weeks

Objectives—To Develop:

- A genuine interest in small children.
- Some recognition of the value of play in a child's total development—physical, social, emotional, and mental.

- Respect and appreciation of the child as an individual.
- Some understanding of how a child grows and develops.
- The habit of using precautions in caring for the young child.

Objective: To develop a genuine interest in small children.

Problem: Why are children interesting?

Activities:

Relate interesting experiences of younger brothers and sisters and other children; also, happy experiences of childhood.

Collect and display clever cartoons on children. Relate funny sayings of children.

Develop a simple observation sheet and use as a guide in observing pre-school children.

Show films or filmstrips and discuss the activities of the children observed.

Read stories about young children of similar age to children with whom the pupils are associated, such as *Our Little Miss Boo* for first grade or kindergarten and *Mama's Pocketbook* for elementary grade level.

Begin a file of pictures of pre-school children, illustrating reactions, various activities, and characteristics of this age.

Objective: To develop some recognition of the value of play in a child's total development—physical, social, emotional, and mental.

Problem: Of what value is play for a child?

Activities:

Compile a list of various play activities in which children participate.

Conduct buzz sessions in small groups to find out what children learn through play.

Read references on play and how children develop through a variety of play activities.

Observe the pre-school child at play and determine how his play is contributing to his development. Report observations and readings.

Look through the file of pictures of pre-school children collected at the beginning of the unit and discuss type of play activities shown.

Organize committees for planning and developing bulletin boards or exhibits on the value of play.

Problem: How can the child be guided in play activities suitable to his age?

Activities:

Observe children at play to find out the kind of games and activities they enjoy. Note whether or not age seems to influence their enjoyment of a game.

Assist with some play activities in school, home, church or community. Make notes about the children's ability and how they play together.

Through role-playing, demonstrate games or activities suitable for young children.

Organize committees or use other techniques for activities, such as:

- Observing and demonstrating reading and telling stories to children.
- Demonstrating playing of indoor and outdoor games—both active and quiet. Discuss need for outdoor play and play equipment.
- Demonstrating teaching a child or directing a group in singing, musical games and dancing.
- Selecting and playing records suitable for different age children.
- Arranging exhibit of magazines and books suitable for certain age.

Study references and discuss the effects of stories, television and radio programs, movies, comic books, and music on small children. From this discussion list those suitable for children.

Use role-playing to show good and bad effects of radio and TV programs, movies and books on children.

Show how storage space could aid a child in developing desirable habits in caring for toys and other possessions. Construct or improvise simple storage for play equipment.

Problem: What knowledge is necessary in order to choose or improvise play materials and equipment for young children?

Activities:

Have students discuss toys they particularly liked or disliked as a child. List characteristics of these.

Prepare from reading, observation, and discussion, a guide for judging toys, books, pictures, and/or other play equipment.

Bring toys, books, and pictures to class and judge by standards set up.

Visit a toy store or study toy catalogs to determine toys suitable for various age levels.

Make toy posters illustrating: toys for different ages; safe toys; toys for quiet and active play; others.

Improvise inexpensive play equipment suitable for children and/or make a collection of household articles which may be given to children for play things, remembering safety precautions. Evaluate by guide for judging toys.

Construct as a classroom or home experience, or chapter activity: (1) toys which are suitable and safe for children you know, (2) a toy for a specific child that meets a need in his development; (3) a toy for a special occasion.

Objective: To develop respect and appreciation of the child as an individual.

Problem: What makes a happy child?

Activities:

Discuss briefly references concerning various activities in a child's day that he usually enjoys.

Discuss findings of readings and observations made of children as to how to get a child to enjoy such activities as sleep, dressing, eating.

Take a child on a trip to see something new. Observe his reactions and responses.

Show a film or filmstrip that deals with the needs of children.

Review or reshow it to observe how adults give children a feeling of security; show love and affection.

Use pictures of young children showing happy moods.

Relate childhood experiences vividly remembered and analyze why they were remembered. Discuss happy incidents and why they were happy. Discuss unhappy incidents, fears and how they might have been avoided.

Conduct small group discussions of observations made of children, using the following as a discussion guide: What happened? Comments of group on the child's reaction.

Objective: To develop some understanding of how a child grows and develops.

Problem: What else should be known before assuming responsibilities with children?

Activities:

Make a survey of experiences and definite responsibilities class members have for younger brothers and sisters, and for children outside their home.

Plan activities that would be helpful in understanding the responsibilities of a baby-sitter, such as:

- Invite a mother who employs baby-sitters to talk to the class concerning her experiences with baby-sitters, including what she expects of a sitter. Follow this by a round-table discussion in which class members and mother summarize the factors involved. Plan further discussions with class until they know what is expected of a baby-sitter.
- Develop an observation sheet to fill out on a baby-sitting job at home, at Sunday School, or at nursery school.
- Prepare a list of responsibilities of parents to the baby-sitter. Share with the class instructions left by parents or make a plan for recording oral instructions.
- Draw up instruction sheets for the teen-ager to take on her first sitting job called "Tips to the Sitter". Discuss the desirable approach to become acquainted with the child.
- Use role-playing techniques to show suggestions such as meeting and leaving a child.
- Report from class members of child-sitting or baby-sitting experiences. List problems girls have met in taking care of children, and discuss how each problem might have been solved.
- Demonstrate and have practice exercises of skills needed: *For baby-sitting*, including activities such as feeding a baby, changing the diaper, singing a lullaby; and *For child-sitting*, such as telling a story, administering first aid for minor accidents, reading stories aloud, directing a game for small children, giving a child his supper, and putting a child to bed.
- Develop a checklist; check themselves as baby-sitters.

List all the necessary traits of a good baby-sitter, such as patience, emotional stability, love, and understanding. Discuss qualities that a teen-ager could develop to improve her ability to work with children.

Keep a log of experience with children—"What happened." Make comments that will help in evaluating these experiences

and in understanding child growth. Plan ways for continuous improvement in the "know-how" of a sitter.

At the end of the activity unit, summarize by selecting one or more of the following:

- See a filmstrip on baby-sitting.
- Plan, prepare, and serve a meal to young children, or plan and give a party for children.
- Construct a simple toy or make kit to be used for child-sitting experiences. Plan a list of no-cost toys that can be used to entertain children.
- Give a play or playlet on baby-sitting for parents.
- Make a list of advantages and disadvantages of parents being separated from children.
- Summarize pertinent points under "Mind your baby-sitter's manners."

Objective: To develop the habit of using precautions in caring for the young child.

Problem: What safety precautions are necessary in the care of young children?

Activities:

Bring newspaper clippings to class telling of accidents that have happened to young children. Discuss ways they could have been prevented.

Discuss ways to set good examples for safety habits—

Interior:

Picking up toys on stairways.

Keeping sharp objects, medicines, matches and poisons out of reach of young children.

Exterior:

Removing nails from boards.

Taking doors off old ice boxes.

Keeping wells covered and pools fenced.

Establishing "limits" for play.

Public Safety:

Pausing at street corners and looking before crossing roads.

Providing safe play-area.

Give a skit or set up a display illustrating hazards to children resulting from improper safety precautions.

Have students make a checklist and check to see if their homes and surroundings are safe for children.

Review "Safety First" checklist developed for those who sit with babies or young children.

Show and discuss films or filmstrips related to child safety.

HOME ECONOMICS II

The second year homemaking student should have some opportunities to further understand and appreciate young children. The importance of the formation of good physical, mental, and social habits is emphasized. The experiences of this unit should be a challenge to students to gain a better understanding of child growth and the role of the family in helping children develop acceptable behavior as they grow into maturity. Through observation and study of children's behavior, students may find increased self-understanding.

Suggested Titles: Understanding and Guiding Children
Guiding the Child in His Home
The Young Child

Suggested Time: 3-4 Weeks

Objectives—To Develop:

- A sympathetic and understanding attitude toward children.
- A further understanding of needs basic for growth and development of children.
- An understanding in helping children develop acceptable behavior patterns.
- Some ability to help the child understand himself, and to take increasing responsibility for his own behavior.

Objective: To develop a sympathetic and understanding attitude toward children.

Problem: How well do class members understand children? How has their previous study of child development helped them in caring for children?

Activities:

Distribute simple observation guide to students to use in observing children before the unit begins.

Use pre-test, checklist of experiences with children as a means of summarizing past experiences with children.

Have student write a paragraph telling what she wants to learn about children, or relate an enjoyable experience she has had with children recently.

Bring to class cartoons, comic strips, pictures of children. Discuss what they are doing.

Make a collection of funny sayings of children.

Invite children to class or the department for a special activity, or observe some of the activities of first graders.

Objective: To develop a further understanding of needs basic for growth and development of children.

Problem: What are the characteristics of healthy, happy children? What needs are basic for growth and development of children?

Activities:

Describe a child who is happy and well-adjusted. List factors which contributed toward this.

Read references to determine what is normal growth and development for children. Follow with a discussion to indicate what might be considered average at a certain age, recognizing that all children differ.

Working individually or in groups, present reports, give demonstrations, arrange exhibits, use panel, or use role-playing on some of the following:

Clothing for active children.

A place of his own.

Helping a child develop good health habits.

Toys which help children grow.

Good habits in caring for possessions.

Arrangements conducive for sleep and daytime rest.

Learning to play and work with other children.

After seeing a film on emotional needs of the child, discuss ways in which families help to meet the need for love and affection.

Discuss the importance of parents' finding many ways of expressing affection if they work away from home and their children are cared for by non-family members.

Plan for a visit to a nursery or play school, or see a film, to observe pre-school children. Following this observation, give possible reasons for children's actions.

Ask a health nurse to discuss motor development in children and other phases of physical growth in which the group might indicate an interest.

Select a home experience in the area of basic needs, planning ways to contribute to a child's needs.

Discuss further the development of children, using selected case studies or research data.

Problem: What are considered good food habits for a child?

Activities:

Read available material on eating habits of children; report findings to class.

Observe first or second graders at lunch period in the lunch-room, noting differences in the way children accept food served them.

Explore reasons why children do not eat at mealtime.

Try to explain variations in children's responses to food.

Present a skit on the right and wrong way to introduce new foods in a child's diet.

Report from current periodicals or reference books on the habit formation of young children.

Summarize ways in which desirable habits are formed, and the responsibility of family members in helping children form such habits.

Make a plan for helping a child improve his eating habits.

Plan and prepare some suitable foods for children.

Discuss ways of adapting family meals to food needs and preferences of young children.

Objective: To develop an understanding in helping children develop acceptable behavior patterns.

Problem: How do family attitudes affect a child's personality?

Activities:

Discuss the rights of a young child that should be respected by his family members and associates.

Discuss how children learn from parents, brothers, sisters, and other family members.

Use situation from references and students' experiences to show how family members may or may not help a child in developing acceptable behavior standards.

Discuss the responsibilities of family members in helping children avoid or overcome fears.

Relate instances in which young children have been unintentionally taught undesirable habits.

Discuss ways by which the mother and father may arrange some of their time and attention for each child for his continued adjustment and development in the family group.

Problem: How can children be helped in the formation of desirable habits and attitudes?

Activities:

Discuss why it is important to allow children to do things for themselves, even though they make mistakes or it takes longer.

Observe young children to find evidence that a child develops confidence and self-reliance as he is allowed to do things for himself.

At home, make some adjustment that will aid the child in caring for his possessions and in using adult-size facilities.

Discuss problems of sharing a room and how desirable adjustments can be made.

In small groups, discuss ways of helping a child learn good behavior. From this discussion and reference reading, class sets up the steps or guides to gain acceptable behavior.

Use role-playing to show how one can gain a child's cooperation in activities.

Interpret children's actions in terms of their stage of development. In group work, summarize some of the characteristics that can be expected of children of certain ages.

Use role-playing to show how family members would teach a five-year old about money.

Plan home responsibilities that a young child might be expected to assume.

Objective: To develop some ability to help the child understand himself, and to take increasing responsibility for his own behavior.

Problem: How can children be guided in assuming increased responsibility for their own development and behavior?

Activities:

Discuss reasons why some children seem to be independent, and others dependent.

List some ways by which the home can provide encouragement for the young child to accept responsibilities for his own behavior.

Discuss the purpose of discipline in child guidance.

Have student describe a case of punishment which she has observed and make a critical comment on the effectiveness to the child. Give opinion of the behavior of the adult in the situation.

Suggest ways of letting a child know what to expect and of gaining his cooperation.

Read references on answering children's questions, and the significance in a child's personality development.

Arrange for an hour of observation with a young child. Keep a record of "commands" or directions which are given to the child. Give written or oral report on criticism.

Have students recall any situation during child-sitting experiences in which they gave guidance so that the need for discipline was removed.

From references, observations, or talks with parents, relate some methods that have been successful in preventing or solving discipline problems.

Problem: How does a better understanding of young children's behavior contribute toward an understanding of self?

Activities:

Summarize some recent experiences with children, and relate how the study of child development has helped in guiding them.

Plan an activity with a child that would prove helpful in meeting some of his needs.

Discuss ways the child releases feelings and expresses resentment; compare with own reactions, with reactions of an adult. Tell some possible ways of handling, or working with, a child who is jealous.

Relate experiences in handling children who are show-offs, timid, "smarty", teasers, those who say "I won't", "You can't make me." Analyze causes for these reactions.

Draw conclusions on the relationship of maturity to behavior. Plan a self-improvement activity that would set a good example for children and guide their development.

Have students give an interesting experience which illustrates some change in their attitude about children and their development. Could this have some effect upon students' behavior?

HOME ECONOMICIS III

This unit is for the more mature student and is probably the last opportunity in high school, or before marriage in many cases, for family life education.

Because of their interest in homes and children of their own, activities of this unit include: how an individual's past and present influence his future; how families plan for children; the care of mother and infant; the shared responsibilities of parenthood; and emotional, social and financial aspects of parenthood.

Further understanding of human growth and development, if needed, might be gained through discussion and work on sex education for the young child.

Special attention is placed on the significance of the teen-ager's health in relation to planning for marriage and parenthood.

Suggested Titles: Infant Growth and Development
Preparing for Parenthood

Suggested Time: 3-4 Weeks.

Objectives—To Develop:

- An appreciation of the enrichment which children add to family life.
- Some understanding of the responsibilities and privileges of parenthood.
- An awareness of the relationship of good health in assuming the responsibilities of parenthood.
- A recognition of how good pre-natal care influences the health of the mother and infant.
- An understanding of the basic needs of the infant.
- An understanding of the influence of heredity in the development of the child.
- An awareness of existing community services available for maternal and child welfare.

Objectives: To develop an appreciation of the enrichment which children add to family life; and some understanding of the responsibilities and privileges of parenthood.

Problem: What are the responsibilities and privileges of parenthood?

Activities:

Every child has the right to be "well-born". What does this mean?

Invite a young mother or father to talk to the class on the joy and satisfaction that comes from being a parent.

List responsibilities both parents have to their child.

Read a code for parents and discuss the responsibilities of adults for children developed in this code. Discuss or read to find out more about those not understood.

Problem: Why do people want children?

Activities:

List reasons why people want children.

Discuss the enrichment children add to family life.

Study information given in references about the advantages of having children in the home and facts that show the relationship between desire for children and marital happiness.

Relate maturity and immaturity to the desire for children.

Discuss reasons for adopting children.

Invite carefully selected parents to talk about responsibilities of parenthood and the differences children have made in their way of life.

Objective: To develop an awareness of the relationship of good health in assuming the responsibilities of parenthood.

Problem: How does the health of teen-agers contribute toward a good heritage for their children?

Activities:

Discuss the long-range view of healthful living and the importance of health in adolescent years and its effect on later child-bearing functions and pre-natal health.

Discuss the importance of good health in assuming the responsibilities of parenthood. List the things students can do to prepare for parenthood.

Have a symposium or panel on importance of teen-agers building now for future individual and family health. If possible, have a nurse, a doctor, or a nutritionist as a participant. Encourage students to locate and use research findings in presentation.

Have students select an experience or experiences designed to improve their own health that they may carry out over a period of time.

Objective: To develop a recognition of how good pre-natal care influences the health of the mother and infant.

Problem: How shall the family plan for the new baby?

Activities:

Read reference on pleasures of the family planning together for the child.

Dramatize ways a mother may prepare her family for the "coming event".

Prepare a bulletin board on family adjustments that need to be made.

Plan how a family may adjust space in the home to meet the needs of the baby.

Formulate some possible solutions to problems which may arise, such as jealousy, resentment, et cetera.

Discuss changes in habits of living necessitated by the new baby.

List the minimum requirement for a layette. Exhibit a layette to learn more about garments. Determine cost.

Problem: What is good pre-natal and post-natal care for mother and the infant?

Activities:

Show a film on human reproduction or use charts on fetal growth.

Review vocabulary of terminology connected with pregnancy and birth.

Discuss the importance of early and regular medical and dental care. Find out the general estimate of cost of having a baby.

List and discuss other essential factors to be considered in the care of the expectant mother, such as diet, clothing, attitudes, and physical care.

Discuss why it is important for the mother to keep herself attractive during pregnancy.

Prepare illustrated reports on attractive and comfortable clothing for the expectant mother.

Discuss the reasons for eating proper food and having a balanced diet during pregnancy.

Objective: To develop an understanding of the basic needs of the infant.

Problem: How can family members meet the daily needs of an infant?

Activities:

Review basic needs.

Recognize growth changes in an infant during the first year—physical, social, mental and emotional.

Study the needs of an infant through a series of topics developed by students working in groups:

Clothes for baby

Food for baby

Schedule for mother and baby

Bathing and dressing

Furnishings and equipment for baby

Habit formation

Accident prevention

The sick baby

Visiting and traveling with baby

Summarize by use of films, filmstrips and the question box.

Objective: To develop an understanding of the influence of heredity in the development of the child.

Problem: What do children inherit from parents?

Activities:

Have students tell what physical characteristics they think are inherited.

Analyze well-known case studies relating to hereditary factors in order to gain further understanding of inherited traits.

Talk with family members and review family albums to observe family resemblances among relatives in appearance, stature, walk, others.

Objective: To develop an awareness of existing community services available for maternal and child welfare.

Problem: What facilities are available in the community for maternal and child welfare?

Activities:

Survey the community and county to find out what kind of services are available in connection with maternal and child welfare.

Discuss ways in which families may use more effectively the services and agencies available in the community and county.

Discuss kinds and purposes of immunizations. Discuss the five required of all school children.

Assist with pre-school clinics and report to the class information gained.

SUGGESTED HOME EXPERIENCES

Plan and give a child's birthday party.

Provide storage space for a child's toys and/or clothing.

Read stories and poems and tell stories to younger members of the family.

Teach younger family members to say prayers at bedtime and grace at meals.

Select Christmas gifts for young children in the family.

Make Christmas a happy time for a young child.

Make children's toys.

Improve the food habits and table manners of little brother.

Help younger children form good habits of grooming, dress, hanging up clothes and putting away toys.

Teach a younger child in the family to like vegetables or other foods by preparing them appetizingly and attractively.

Help younger children in the family learn to take over new home duties.

Take complete responsibility for younger children in the family while mother works.

Make a layette for a friend, relative, or as a Red Cross project.

SUGGESTED ADULT CLASS TOPICS

Choosing Books and Toys for Young Children.

Guidance for Good Development.

Children's Experience with Money.

Selection, Care, and Construction of Children's Clothes.

Some Behavior Problems.

The Exceptional Child.

Traveling with Children and Eating Out.

Adapting Home to Provide Space Needs for Play Material.

Meeting Emergencies with Children.

Pre-Natal and Infant Care.

SUGGESTED CHAPTER PROJECTS

Baby-sit while mother is dad's special date.

Sponsor story hours for children during PTA meeting.

Guide the play of a group of children in the neighborhood.

Assist with playground activities of the lower elementary grades.

Repair children's toys and give to a needy family.

Keep homemaking department cookie jar full for unexpected guests, especially during the child development units when children are invited.

CLOTHING

Philosophy

Being accepted by others is extremely important to the adolescent girl. The way a young person selects her clothes has a great deal to do with the way she feels and the way other judge her.

Construction of one's own clothes is not a necessity; yet it tends to give the girl the satisfaction of creation, the ability to judge quality in workmanship, and the chance to vary her wardrobe.

Managing the family clothing dollar has become a greater task than making the family's clothing; therefore, much of the unit should consider purchasing and care.

HOMEMAKING I

Suggested Title: Looking Our Best

Suggested Time: 9-11 Weeks

PERSONAL GROOMING

Special emphasis is given to personal appearance through the study of grooming and good health habits. This may be taught as a separate unit, or as a part of the Clothing Unit.

Suggested Time: 2-3 Weeks

Objectives—To Develop:

- An interest in improving personal appearance through the practice of good health habits and good grooming.
- A desire to become as personally attractive as possible with a minimum amount of time, energy and money.
- Good habits in caring for one's clothes.

Objective: To develop an interest in improving personal appearance through the practice of good health habits and good grooming.

Problem: How important is good personal appearance?

Activities:

Discuss why a person should have a good personal appearance.

From descriptions of people who are admired, determine what part their appearance plays in earning this admiration.

Read reference materials to find characteristics of a personally attractive individual.

Observe and bring to class a list of good appearance characteristics of young people.

Determine the importance of proper recreation, elimination, and rest in personal appearance.

Problem: What are the characteristics of a well-groomed person?

Activities:

Discuss reasons for and value of being a well-groomed person.

From reading, observations and discussions, prepare a list of good grooming techniques to be studied.

Objective: To develop a desire to become as personally attractive as possible with a minimum of time, energy and money.

Problem: What can one do through personal care to become well-groomed, using as little time, money and energy as possible?

Activities:

From references and observations, list the habits one needs to acquire in order to develop a good appearance.

Study through films, pictures and books the effect of food on one's personal appearance.

Read available materials and discuss how the following points affect personal appearance; when feasible, give demonstrations, display articles, show movies and have class practice:

daily bath	face care	teeth
deodorants	hand and nail care	feet
	hair care	

Study available materials on menstruation.

Develop a personal grooming check sheet in class for individual students to use in determining their needs for improvement.

Objective: To develop good habits in caring for one's clothing.

Problem: What skills and habits are necessary for daily care of clothing in order to be well-groomed?

Activities:

Determine the daily care that one should give clothes in order to be well-groomed.

Discuss, demonstrate and practice:

Simple spot removal.

Laundrying of sweaters, undergarments, and simple outer garments.

Simple pressing and ironing techniques.

Discuss and display good closet and drawer arrangement, including accessories that make storage easier.

CLOTHING

The principles of color, line, and design are given emphasis when selecting ready-made garments as well as patterns and materials. An important phase of the unit is the selection of sewing equipment and an easy-to-use commercial pattern in the construction of a simple cotton garment. The family's income is considered important when planning for clothing needs.

Suggested Time: 7-8 Weeks

Objectives—To Develop:

- Some understanding of one's individual clothing needs in relation to other family members.
- Some understanding of the principles of color, line, and design as they relate to the individual.
- Some ability to make wise choices in the selection of some ready-made clothing.
- The ability to select a pattern and suitable material for a simple garment that fits into one's wardrobe.
- The ability to use with some skill an easy-to-use commercial pattern in the construction of a simple cotton garment.
- Some skill and pride in using time, energy, equipment, and space efficiently and safely.
- The habit of working cooperatively with others.
- An appreciation of the joy and satisfaction that may be gained from making garments.

Objective: To develop some understanding of one's individual clothing needs in relation to other family members.

Problem: How can the high school student's share of the family clothing dollar be determined?

Activities:

Discuss how activities, number in family, and family income influence the amount one may spend on clothing.

Let each student determine whether she is spending more or less than her share, taking the above factors into consideration.

Discuss reasons why a planned wardrobe can help one to be better dressed with a smaller expenditure of money.

Problem: How can one decide on the garments needed to add to the wardrobe?

Activities:

List the places to which high school students go, and the clothes they need in order to be well-dressed.

Have a few students bring and exhibit outfits or select pictures of outfits that would be appropriate for the different occasions.

Have each student make an inventory of her school clothes now in season to decide a simple garment which she needs most to construct.

Objective: To develop some understanding of the principles of color, line, and design that relate to the individual.

Problem: How can one learn to use design and color to dress attractively and becomingly?

Activities:

Have class members describe persons who, in their opinion, dress in good taste.

Find information that tells how design in clothes may change one's appearance.

Have brief discussion on general characteristics of the figure-types which make a difference in selecting a dress design. Let each student analyze herself as to her figure-type.

Let each student select from fashion books or magazines some of the dress designs which she considers would be most becoming to her and explain her reasons.

Consider a few general suggestions which help determine the becomingness and suitability of colors worn, such as colors which:

- one enjoys wearing
- tend to bring out one's best features

- are suitable for figure-type and personal coloring
- fit into the present wardrobe
- look well together

Use color swatches of materials, sweaters, or scarves for a color try-on session for members to determine which ones are most becoming.

Guide each girl in studying the colors in her own wardrobe to determine the most suitable colors for the garment she will make in class.

Objective: To develop the ability to select a pattern and suitable material for a simple garment that fits into one's wardrobe.

Problem: Since the youngseamstress is to make a simple garment, what does she need to know about selecting a simple pattern and suitable material?

Activities:

Display a variety of patterns and/or simple garments suitable for the beginning seamstress, and determine why they would be suitable.

Guide students in making individual selection of a pattern that has a minimum of construction details and fitting problems.

Have all students take body measurements and record to use as a basis for determining the size and type of pattern to buy.

Using pattern envelopes or samples, study how to use the information on the envelopes in purchasing fabric and notions.

Study fabrics suitable for the beginner's first garment as to construction, finish and trade name.

Have socio-drama on purchasing a pattern and fabric necessary for sewing.

Objectives: To develop some skill and pride in using time, energy, equipment and space efficiently and safely; to develop the habit of working cooperatively with others.

Problem: What equipment is necessary and how can it be used most efficiently and safely?

Activities:

Discuss essential sewing equipment which is needed for the construction of a simple garment.

Set up standards for the selection of sewing equipment needed. Determine the pieces of equipment the department will furnish and the ones the student will buy. Display the equipment needed for a sewing box.

Set up standards for care of sewing equipment.

Plan a way of working cooperatively in the use of time and equipment, and in keeping the department neat and clean.

Demonstrate the fundamentals of using the sewing machine and other equipment; let pupils practice using the various pieces of equipment.

Objective: To develop the ability to use, with some skill, an easy-to-use commercial pattern in the construction of a simple garment.

Problem: How are pattern and material prepared for cutting?

Activities:

Select the view and pieces of the pattern to be used in making the garment.

Show how to fit the pattern and to make alterations if needed.

Study the instructions on the guide sheet that concern laying the pattern on the fabric.

Demonstrate the preparation of material, laying the pattern, cutting and marking.

Guide students in placing patterns on materials and cutting garments with the help of a partner.

Encourage pupils to practice on other equipment when not enough table space is available for cutting.

Problem: How is a simple garment constructed?

Activities:

Have pupils develop and use a plan for constructing their garments.

Give demonstrations as needed and follow with individual help on construction techniques, such as:

darts	sleeves
facings	waist seam
zippers	hem
collars	buttons and button holes

Set up goals to be reached at certain intervals, using some device, such as a graph or chart, for giving recognition to those who have reached them.

If a student finishes before others, guide her in doing something that would enhance her wardrobs, yet require little teacher guidance and minimum use of the sewing machine.

Objective: To develop an appreciation of the job and satisfaction that may be gained from making garments.

Problem: How are garments and work habits evaluated?

Activities:

When garments have been finished, let each student attach to her garment a simple outline listing the cost and the construction processes to be evaluated.

Have a simple class fashion show to evaluate general appearance, appropriateness to accessories and to the individual. Invite parents.

Observe the work habits of students in class and their care of equipment and department.

Objective: To develop some ability to make wise choices in the selection of some ready-made clothing.

Problem: How can the young shopper learn to get the best value from the money spent on ready-made clothing?

Activities:

Read the poem "Dame Fashion."

Let students exchange some of their shopping experiences.

From these discussions, summarize points to be emphasized in the study on buying ready-made garments.

Make a survey in class to determine to what extent pupils are assuming responsibility for buying their own clothing. List the garments most frequently purchased by students.

Show a film on the wise management of the clothing dollar. Identify the helps gained from viewing it.

Bring garments to class and compare the construction of a poor buy and a good buy in a ready-made garment. Show why it is sometimes a saving to spend more for a better constructed garment.

Set up buying guides and rules for shopping to aid in purchasing the ready-made garments most frequently bought by the pupils. Include the selection of shoes for proper fit and for various occasions.

Discuss reasons for buying ready-made garments instead of making them.

Take a field trip, or use advertisements or catalogues, to see what is offered on the market.

Compare labels that give good and poor information.

HOMEMAKING II

In the second year clothing unit, further emphasis is given to individual grooming needs and to the development of additional skill in the selection, construction, and care of clothing. Without depriving other members of the family of their clothing needs, special attention is given to meeting the needs of the individual. It is recognized that good design, becoming color, comfort, durability, suitability, cost, and care of a garment are important considerations, whether making or buying ready-to-wear garments.

Suggested Titles: Building An Attractive Wardrobe
Making Our Clothes More Attractive

Suggested Time: 8-10 Weeks

Objectives—To Develop:

- Further interest in good grooming with emphasis on individual needs.
- Additional skill in caring for and storing clothing.
- The ability to appreciate and use good design and becoming color in dress.
- Further interest and skill in buying ready-made clothes and accessories that suit the individual and the occasion, while considering the cost and care involved.
- Courteous attitudes and good manners as a shopper.
- Good judgment in determining when to buy and when to make clothes.
- Some ability to dress well within funds available to all members of the family.
- Some understanding of the fiber, the construction, and the finish of fabrics and their relation to appearance, durability, and care.
- More skill in clothing construction by working with more difficult patterns, materials, and equipment.
- Improved work habits, laboratory management, and safety practices.

Objective: To develop further interest in good grooming with emphasis on individual needs.

Problem: What skills and habits in grooming need to be reviewed and what new problems need to be considered?

Activities:

Review, by means of check lists, films, filmstrips, or books, some of the values gained from the study of grooming in the first year.

List major grooming problems of the class, and plan for demonstrations and practice which will help individuals to solve their grooming problems.

Guide the students in carrying out individual grooming improvement projects.

Objective: To develop additional skill in caring for and storing clothing.

Problem: What additional skill is needed in caring for and storing clothing?

Activities:

Develop a plan for daily, weekly, and occasional care of clothing.

Collect and study labels and other reliable information on the care of synthetics, woolens, and fabrics with special finishes.

Demonstrate laundering methods for the fabrics that require special care.

Discuss and demonstrate techniques of caring for woolens and synthetics.

Discuss and demonstrate the simple repairs that will help to prolong the life of a garment and improve its appearance.

Arrange a space at school to demonstrate clothing storage which would be adequate for a high school girl.

Encourage students to improve their clothing storage facilities at home.

Objective: To develop the ability to appreciate and use good design and becoming color in dress.

Problem: What makes clothes suitable for an individual?

Activities:

Discuss how beauty is expressed in clothes.

Study how color, line, and design help to make clothes more attractive and becoming.

Arrange a bulletin board with examples of good selections of color and design in clothes.

Collect and study current materials on styles, fashions and fads.

Discuss how present fashions can be adapted for individual differences.

Objectives: To develop further interest and skill in buying ready-made clothes and accessories that suit the individual and the occasion while considering the cost and care involved; courteous attitudes and good manners as a shopper; and good judgment in determining when to buy and when to make clothes.

Problem: What should be considered in selecting and purchasing ready-to-wear garments?

Activities:

Set up standards for quality in some ready-to-wear garments.

Compare garments of good and poor quality.

Collect and study advertisements and labels; determine which give helpful information.

List the types of storage available in your community and study how their services affect prices.

Discuss the points to be considered in deciding whether to make a garment or buy it ready-made.

Set up a code of ethics for a shopper.

Dramatize a shopper making a purchase at a store using good manners; using poor manners.

Have girls who have clerked in stores tell about some of their experiences with courteous and discourteous shoppers.

Discuss the importance of planning before shopping.

Objective: To develop some ability to be well-dressed without depriving other members of the family of their needs.

Problem: What will the high school girl need to know in order to plan a well-balanced, attractive wardrobe without spending more than her share of the family clothing dollar?

Activities:

Discuss why a wardrobe should be planned.

Consider factors that affect clothing expenditures.

Determine the per cent of the family income which should be spent for family clothing; show what the high school girl's share should be.

Examine illustrations of high school girls' clothing budgets as set up in references and periodicals.

Show how basic clothes can be worn for various occasions with a change of accessories.

Inventory present wardrobe and estimate cost of clothes purchased last year.

List activities of the high school girl which require different types of clothes.

Check inventory against activity list to determine how the wardrobe can be adapted to serve these needs.

Make a list of what new garments are needed, those needing repairs and those needing renovating. Use this list for improvements in the wardrobe, keeping in mind the amount of money available.

Objective: To develop some understanding of the fiber, the construction and the finish of fabrics and their relation to appearance, durability, and care.

Problem: How can the knowledge of fibers help one choose a fabric most suitable for the pattern design and the wardrobe needs?

Activities:

Display and discuss garments of various fabrics to show the effect of the fabric on the finished product.

Make a collection of tags and labels and study the information they contain about fibers and fabric finishes.

Collect various fabrics and test their color fastness, shrinkage, special finishes, and necessary care.

Study the effect of the different fibers in a fabric blend.

Discuss the importance of selecting a fabric suitable for the pattern design, pointing out that pattern envelopes list the kinds of fabrics best suited for the pattern.

Display and examine fabrics suitable for the patterns of garments to be constructed in class.

Visit a local store to examine different fabrics as to color, texture, finishes and prices.

Objectives: To develop more skills in clothing construction by working with more difficult patterns, materials and equipment; and improved work habits, laboratory management, and safety practices.

Problem: What should be considered in selecting patterns, materials and equipment for constructing more difficult garments?

Activities:

Review learnings in the construction of the garment made in the first year.

Plan for the construction of a new type of garment involving the use of a more difficult fabric and more difficult constructive processes.

Study magazines and pattern books for styles suited to the individual and to the wardrobe needs. Select the pattern to be used.

Review, by demonstration, the instructions for taking correct measurements; then have students determine exact size of pattern needed by taking measurements as demonstrated.

Refer to the list of the kinds of fabrics given on the pattern envelope as a basic guide in selecting the garments to be made.

Make a list of essential tools required for good garment construction.

Purchase pattern, materials and essential sewing tools, keeping a record of cost of materials, pattern, and notions.

Problem: What are the procedures in constructing a garment, using time and energy efficiently without sacrificing quality?

Activities:

Discuss steps and techniques and give demonstrations at intervals as pupils:

Check pattern measurements and make needed alterations

Prepare the material for cutting

Place pattern on the material

Cut out the garment and make markings on the material

Guide the students in developing a plan of work for constructing the garment.

Develop an evaluation guide to be used by each pupil:

— for the construction of her garment

— as a device for evaluating each step of the process

— judging the finished product

Guide pupils in planning for and carrying out improved work habits, laboratory management, and safety practices.

Demonstrate construction techniques as work progresses—to the whole class or to small groups. Follow up with individual help as needed.

Estimate the expense of the garment and discuss its value in relation to the cost in time and money.

Evaluate garment in terms of the standards set up before construction began.

Have a class showing, or modeling, of garments as a class project for some occasion such as a tea for mothers, a school assembly, or a FHA or NHA chapter meeting.

HOMEMAKING III

Suggested Title: Advanced Problems in Family Clothing

Suggested Time: 6-8 Weeks

A better understanding of the family's clothing requirements may be obtained by long-range planning and careful consideration of the family's needs in relation to the clothing dollar. In the third year, *through the unit Advanced Problems in Family Clothing*, emphasis is given to meeting the family's clothing needs through: good management of the clothing budget; greater skill in selection, renovation and construction of clothing for various members of the family; selection of accessories; wise use of time, energy and equipment; better practices in care of clothing; and further study of new fabrics.

Objectives—To Develop:

- A better understanding of the family's clothing needs and the intelligent use of the income to meet these needs.
- A realization of the value of long-range planning in providing a wardrobe that is harmonious and satisfying.
- The ability to increase the value of the family's clothing dollar by special care and renovation or alteration of clothing.
- Ability to choose ready-to-wear clothing to get the best value, satisfaction and appearance.
- The ability to select suitable and becoming basic accessories which may be used to create variety in the wardrobe.
- Some knowledge of the new fibers, their uses and care.

- Increased skill in selecting and using a pattern which emphasizes more difficult construction processes.
- Some skill in working with more difficult fabrics in the construction of a garment.
- Some skill in using simplified methods without sacrificing good standards in clothing construction.
- The habit of using time, energy and equipment wisely in solving individual and family clothing problems.

Objective: To develop a better understanding of the family clothing needs and the intelligent use of the income to meet these needs.

Problem: How are the family clothing needs determined?

Activities:

Discuss how the following factors affect the clothing needs of the individual family:

age	number in family
activities	income
profession	climate

Using the information gained, have each student list clothing needs of her family.

Plan for each girl to take inventory of her clothes and one other member of the family to see if their clothing meets their needs.

Let each student list the clothes purchased or added to the family wardrobe the previous year.

Determine the articles of clothing that will be needed by the different members of the family during the current year.

Problem: How can the high school girl gain an understanding of what is good management of the money available for the family clothing?

Activities:

Determine the amount of the family income that is usually spent on clothing by studying some family budgets.

Discuss why the clothing expenditures of the various family members may differ.

Study some family clothing budgets, showing the distribution of expenditures for the various members of the family.

Encourage each student to estimate the amount of money spent by her family on clothes the previous year.

Estimate how much it would cost to purchase the additional garments for the current year.

View film/s or filmstrips which illustrate problems being studied.

Compare cost of ready-made garments to those made at home; considering time, energy, and money.

Objective: To develop a realization of the value of long-range planning in providing a wardrobe that is harmonious and satisfying.

Problem: What are the steps in long-range planning that will contribute to a harmonious and satisfying wardrobe?

Activities:

Discuss the term "long-range planning."

Determine from reading and from studying illustrations what is meant by the term "basic wardrobe."

Show how accessories can be used in a basic wardrobe to help create a smart appearance.

Bring to class a variety of garments which illustrate styles, colors and fabrics that are basic, and can be *added to* rather than having to be *replaced* in the wardrobe.

Let each student study her inventory to determine what garments she may carry over to next year's plan.

After studying the inventory, make plans for additional clothes the student needs to buy, make, or restyle.

Objective: To develop the ability to increase the value of the family's clothing dollar by special care, renovation, restyling or alteration of clothing.

Problem: What considerations enter into decisions concerning restyling or altering garments? What skills are needed?

Activities:

Discuss considerations that enter into decisions concerning restyling or altering garments.

Let students describe remodeled or altered garments which they or a member of their family enjoyed wearing.

Arrange a display of garments or pictures of garments which have been restyled or altered.

Bring garments to class that are not being worn and discuss what can be done in order to make them fit and look well. Consider quality, money available, and previous experience in construction.

Alter a ready-made garment. Estimate how much is saved by making alterations at home.

Restyle or alter a garment as a class or home experience.

Bring completed garment to class, if it is a home experience, and exhibit it with sketches of the original garment. Describe the experience.

Problem: How can the high school girl help care for the family clothing?

Activities:

Demonstrate the techniques in washing, mending, pressing and ironing the family clothing.

Show how to prepare clothes for storage for the different seasons.

Visit commercial cleaners and find out what services they give. Investigate type and cost of seasonal care.

Show how to make better use of limited storage space for the family's clothing.

Objective: To develop the ability to choose ready-to-wear clothing to get the best value, satisfaction and appearance.

Problem: What factors should be considered in determining the best values in ready-to-wear clothing?

Activities:

Review the factors to be considered in purchasing ready-to-wear clothing for the family.

Using several ready-to-wear garments of different members of the family, discuss points that determine cost and quality.

Compare quality and workmanship of garments in different price ranges.

Consider individual suitability in choosing ready-to-wear garments.

Invite a buyer of ready-to-wear garments to talk to the class on points to consider when selecting clothes for the family.

Set up buying guides for purchasing one or more of the major articles of clothing.

Objective: To develop the ability to select suitable and becoming basic accessories which may be used to create variety in the wardrobe.

Problem: How can suitable and becoming accessories be selected to provide variety in the wardrobe?

Activities:

Discuss the importance of choosing good basic accessories that are appropriate for many occasions.

Using pictures or real accessories, demonstrate which accessories:

- go best together
- go best with the different personalities
- harmonize with the different types of garments

Study accessories in relation to cost.

Select a basic suit or dress and show how accessories can be changed: to make it suitable for different occasions; to create a variety of costumes.

Objective: To develop increased knowledge of the new fibers, their uses and care.

Problem: What should one know in order to select, use and care for the new fabrics?

Activities:

Make a list of some of the new fibers and fabrics on the market.

Study and discuss how man-made fibers are made. Show how they resemble natural fibers.

Discuss the characteristics of blends found in fabrics.

Examine ready-to-wear garments made of synthetic fabrics to determine the changes in garment construction processes which were made necessary because of the characteristics of the fabric.

Distribute charts giving information on the care of new fabrics.

Demonstrate proper care of some of the new fabrics.

Objectives: To develop increased skill in selecting and using a pattern which emphasizes more difficult construction processes; to develop some skill in working with more difficult fabrics in the construction of a garment.

Problem: What factors must be considered in selecting a pattern and material which will develop increased skill in clothing construction?

Activities:

Summarize construction steps learned in first and second year.

Have each student select a garment to make, restyle, or alter, for herself or a member of her family which will:

- include new problems of construction
- involve working with a more difficult fabric which is suitable to the pattern
- be within the students' sewing ability
- be becoming in design and color

Objective: To develop some skill in using simplified methods without sacrificing good standards in clothing construction.

Problem: How can further skill be developed in using simplified methods in garment construction?

Activities:

Review and follow the steps in preparing material and cutting the garment.

Follow the procedure on the individual guide sheets; construct the garment with increased efficiency.

Demonstrate simplified work procedures when needed.

Guide students in carrying out simplified methods without sacrificing good standards.

For those who finish construction early, encourage them to do some alteration or simple redesigning.

Evaluate the finished garment in terms of:

- | | |
|----------------------------------|-----------------------------|
| — goals set up | — how it fits into wardrobe |
| — cost | — quality of workmanship |
| — time required for constructing | — satisfaction derived |

Make application of the knowledge gained in the study of accessories by assembling suitable accessories for the garment.

Model the garment, using accessories selected. Explain why the making of the garment was a wise addition to the wardrobe.

Objective: To develop the habit of using time, energy, and equipment wisely in solving individual and family clothing problems.

Problem: How can the young seamstress develop increased skill in using time, energy and equipment wisely in solving her own and the family's clothing problems?

Activities:

Discuss the importance of using time, energy, and equipment wisely.

Set up individual goals for good standards in using time, energy and equipment wisely in solving individual and family clothings problems.

Make and follow a work-plan when constructing garments.

Learn to work accurately through all processes for achieving better results in a shorter time.

Practice good management in selecting, using and caring for sewing tools and equipment.

Study ways of simplifying sewing tasks, without sacrificing high standards of appearance, workmanship, and service ability, such as:

- Choosing materials that are easy to handle when time is limited.
- Selecting a pattern the right size, with a minimum of construction processed.
- Cutting the garment accurately.
- Using new short cuts and devices in clothing construction.

SUGGESTED HOME EXPERIENCES

Plan clothing expenditures for the year.

Help mother in selecting ready-to-wear clothing for small children.

Repair all garments in personal wardrobe.

Rearrange storage space more conveniently.

Improve personal appearance through better grooming.

Re-style a garment for self or another member of the family.

Select pattern and material and construct a garment. Plan accessories for it.

Make storage space for clothing more adequate.

SUGGESTED ADULT CLASS TOPICS

Making Sense with Clothing Dollars.

Planning for Clothing Expenditures for the Family.

Choosing Clothes that Fit in the Wardrobe.

Selecting Ready-made Clothes for Adults and Children.

- Highlighting Your Clothes with Accessories.
- Constructing Simple Clothing for Members of the Family.
- Improved Methods and Short-Cuts in Clothing Construction without Sacrificing Standards.
- Providing Adequate Storage for Clothing.
- Good Management in Selecting and Using Laundry Equipment.
- Modernizing the Home Sewing Center.
- Making the Most of Your Assets in Grooming and Clothing.

SUGGESTED CHAPTER PROJECTS

- Exhibit garments constructed in class in local school or store windows during FHA, or NHA Week.
- Bring outgrown garments to school and renovate for a needy family.
- Dramatize a program on correct shopping techniques and courtesy.
- Have a fashion show of garments constructed in class, with emphasis on the selection and use of accessories.
- Invite a buyer of teen-age clothes to speak on teen-age consumer buying.
- Arrange an exhibit demonstrating how a basic garment may be changed by the use of different accessories.
- Exhibit posters which make students more aware of their dress and grooming.

FAMILY ECONOMICS

HOMEMAKING I

No separate unit is recommended for the first year of homemaking as the problems in family economics are integrated with all the units.

HOMEMAKING II

No separate unit is recommended for the second year of homemaking as the problems in family economics are integrated with all the units.

HOMEMAKING III

In our changing economy, one of the greatest problems in a family is the wise use of its total resources. Family members need to recognize and accept their responsibilities in the wise production, consumption and investment of resources. The overall goal of this unit is managing these resources—money, time, energy, talents, credit, and community services—in order to maintain an adequate and more satisfying home life.

How to select, use and care for household equipment and how to manage efficiently one's time, energy and abilities are problems encountered in all areas of the homemaking program; therefore, they are included in the objectives and suggested activities in all areas in the three-year homemaking curriculum. It is recommended, however, that a unit in family economics be presented in the third year which will help pupils summarize and get a better understanding of management of the family's total resources.

This unit emphasizes the management of resources and the selection and use of merchandise, but selection and use only as the family income, real or financial, is affected.

Suggested Titles: Managing the Family's Total Resources
Managing Resources for Happier Living
Learning to Earn and Spend Family Resources Wisely
Managing Family Resources

Suggested Time: 3—4 Weeks

Objectives—To Develop:

- The ability to recognize total family resources, human as well as material, which affect the standard of living and the family's happiness.
- An increased ability to distinguish between wants and needs, and to plan cooperatively with the family in the wise use of resources.
- An understanding of one's responsibility in contributing to and sharing in the family income.
- Some skill in keeping simple records and planning simple usable budgets.
- An increased ability to be a good judge of values in relation to price and need through intelligent interpretation of labels, brand names and advertisements.
- The ability to recognize the consumer's responsibility toward courteous and intelligent buying.
- An understanding of what is involved in various methods of buying and the relative value of each.
- The recognition of the need for the relative value of various types of investments and insurance for future needs and emergencies.
- A desire and the ability to contribute to and to share in community resources.

Objective: To develop the ability to recognize total family resources, human as well as material, which affect the standard of living and the family's happiness.

Problem: What are family resources?

Activities:

Discuss the meaning of the word "resource."

List contributions which individual members of a family may make through wise use of time, talent, energy and skills. Try computing these contributions in terms of money.

With the help of the family, study total resources of the family, considering contributions made by each family member or contributions which could be made.

Prepare a bulletin board on "Family Resources and You."

Problem: How can good management in the home contribute to family income?

Activities:

Make a study of the increase in the living expenses of the family as a result of the mother working. Using imaginary situations, determine the increased income of families as a result of the wife and/or mother working outside the home.

List tasks which someone is hired to do, but which might be done by family members and thus decrease living expenses.

List hobbies or avocations of family members which might contribute to the family income.

Display and demonstrate the proper use and care of equipment for conserving energy and time of family members.

Discuss the value to family members of investments in labor-saving devices. Determine when and how these devices justify the outlay of money involved. Consider both the purchase price and the operating expenses.

Problem: Why do families with the same income have different standards of living?

Activities:

Define "Standard of Living." Discuss the factors which influence the standard of living of a family.

Analyze how values are established by family members.

Objective: To develop an increased ability to distinguish between wants and needs, and to plan cooperatively with the family in the wise use of resources.

Problem: What is the difference between "wants" and "needs"?

Activities:

Have each class member list what, in her opinion, are her actual needs. Then have each member list her wants, but which are not considered "needs."

Estimate cost of items listed as "needs."

Prepare or read several stories or skits illustrating good and poor judgment in deciding between need and want.

Have a panel discussion on "Personal expenses needed by boys and girls in my community today."

Discuss the film "Budgeting for Better Living."

Problem: How can the resources of my family be used in order that all family members may get the most from them?

Activities:

Have class form groups to represent different size families—each group to form a family council to discuss a given problem.

Make a study of living costs of families in your community—cost of renting a house or making payments on a house; operating expenses; financing the initial cost and operation of a car; cost of recreation and entertainment of family members, etc.

After the living costs of the family are estimated, plan for the wise expenditure of the family's income.

Objective: To develop an understanding of one's responsibility in contributing to and sharing in the family income.

Problem: What determines one's share of the income?

Activities:

From reading and interviews, study how the family's income is usually spent.

Have each class member analyze the amount of money spent on herself for a season and determine ways to decrease the amount of money needed for her maintenance. Enumerate ways the class member can contribute more to the resources of the family.

Discuss the film "Directing Your Dollar."

Problem: In what ways can a high school student contribute to the family's income?

Activities:

Plan how, through service at home, one can contribute to the family's income.

Think through possible ways to earn money after school and on Saturdays. Check with employment office on procedures in getting employment.

Objective: To develop some skill in keeping simple records and planning simple usable budgets.

Problem: Where does my money go?

Activities:

Read reports on teen-age spending.

Have each student keep a record of expenditures for a period

of time and from it develop a systematic plan for spending and saving.

Present a socio-drama depicting how teen-agers use money.

Problem: What can I do to help my family manage the family income better?

Activities:

Discuss the importance of keeping a budget and a record of expenses.

Have each student make a simple personal budget.

Work with own family in keeping simple records and planning simple budgets.

Plan together a budget for homemaking department.

Read current magazines and newspaper articles and report to class how families spend money.

Objective: To develop an increased ability to be a good judge of values in relation to price and need through intelligent interpretation of labels, brand names and advertisements.

Problem: How can consumers learn to judge values through use of advertisements, labels, trademarks, brand names and seals of approval?

Activities:

Collect advertisements of some popular product and evaluate them in terms of truthful or accurate information furnished.

Discuss recent purchases and how advertisements influenced the purchase.

Make a collection of advertising slogans which may mislead the public; compare with a collection which represents true value.

Observe prices of various articles. Compare the cost of small and large amounts of an identical brand.

Make a list of the characteristics of a good label.

Collect labels on a number of products and study the information on each. Evaluate.

Distinguish between the words "brand" and "label."

Display brand names, seals of approval, and trademarks. Have a student or a committee responsible for arranging each group.

List ways the government protects the consumer.

Objective: To develop the ability to recognize the consumers' responsibility toward courteous and intelligent buying.

Problem: What are the characteristics of a courteous shopper?

Activities:

Report on desirable and undesirable shopping behavior observed in stores.

Prepare a list of tips which would be helpful to a shopper.

Make use of bulletin board to illustrate with cartoons, etc., desirable and undesirable shopping practices.

Problem: In order to be an intelligent buyer, what basic information is needed?

Activities:

List some questions a customer might want to ask herself and the sales person before making a purchase.

Consider information the customer will need to look for on the labels.

Have student prepare a calendar of annual sales, such as January White Sale, in her town or a nearby town. Try to compare prices before, during, and after, the sale.

Have each student describe one or more of the "best buys" she or a member of her family has made from the standpoint of value and economy.

Objective: To develop an understanding of what is involved in various methods of buying and the relative value of each method.

Problem: What are the various methods of buying?

Activities:

Discuss ways by which purchases are made.

Have a panel, or a general class discussion, on the advantages and disadvantages of installment buying, charging, and paying cash.

Compare the cost of equipment when it is paid for in cash, in installments, by charge account, or by use of borrowed money.

Discuss procedures to follow in establishing credit or in borrowing money.

Objective: To develop a recognition of the need for the relative value of various types of investments and insurance for future needs and emergencies.

Problem: For what purposes do families save?

Activities:

List the things for which people generally save. Discuss the difficulties that most people have in saving.

Discuss emergencies that may arise in the home, and how they may be met.

Problem: Suppose each class member's family has \$1,000.00 to invest. What sort of investment would each student make? Give basis for decision.

Activities:

Have students make a list of investments available in their community for sound saving methods. State the reasons for their selections.

Have a member of the class report on government saving bonds as a form of investment.

Invite an insurance agent to talk to the class, explaining the various types of insurance that one may buy and the amount that the average person should buy.

Problem: How can a family prepare for unexpected emergencies?

Activities:

Invite a representative from the Social Security Office to speak to the class, explaining what social security is, and how one may become covered by it.

Invite a well-qualified person to talk to the class on why it is important to make a will.

Objective: To develop a desire and the ability to contribute to, and to share in community resources.

Problem: How can families manage their time and energy in order to participate in community affairs?

Activities:

Let girls, as a class, or as an F.H.A. or N.H.A. project, participate in some community project.

List activities in which the other members of the family engage, indicating that they are civic-minded. In what other community affairs would they like to participate?

Write and present a skit for the radio, TV, or P.T.A., showing how time, talents, energy, and management of the home, contribute to the real income of the family.

Have each student name some of the community resources to which she would like to contribute more of her time and effort.

List definite ways in which she may be able to help more than she has in the past.

Arrange a bulletin board showing community resources. Discuss how the use of these resources may make a family more civic-minded.

SUGGESTED HOME EXPERIENCES

Make a budget for personal expenditure.

Schedule time for greater efficiency.

Help through family council to plan for better management in carrying out homemaking responsibilities.

Work with all members of the family in planning for wise use of the family income.

Help contribute to the family income.

Help save through economical buying.

Save by making wise use of the training given in homemaking classes and the skills developed from the homemaking program.

SUGGESTED ADULT CLASS TOPICS

Work Simplification in Areas of Homemaking.

Legal Aspects of Family Living.

How to Take Advantage of Sales.

Learning to Discriminate in Regard to Advertisements.

Selecting Equipment for Greater Service and Conservation of Time, Energy, and Money.

SUGGESTED CHAPTER PROJECTS

Budget chapter finances.

Keep systematic records of chapter.

Participate in teen-age consumer projects.

Practice good management in planning and carrying out fund raising and service projects in home, school, and community.

FAMILY RELATIONS

Philosophy

Since the American family is an institution founded on basic human relations, one important responsibility of the homemaking program is to improve and develop home and family life. It is important that the home provide an atmosphere in which the individual may develop a feeling of adequacy which will enable him to cope with the problems of daily living and grow increasingly independent in solving them satisfactorily. Therefore, education for effective family living must not be left to chance.

The family today, in a challenging world, faces many perplexing problems, some of which are lack of adequate places for home recreation, insufficient privacy, feeling of unrest among youth, failure to share home responsibilities, inability to spend increased leisure profitably, increasing divorce rate, varying work hours and conditions within the family, earlier marriages, and marked differences in the points of view of parents and children. These changing conditions indicate need for guidance in the development of more stable family relationships which lead to a happy and democratic way of living.

Education for home and family living should provide opportunities for each individual to learn to appreciate the satisfactions and enriching experiences in living more meaningful lives. The program should provide factual knowledge and the skills and abilities necessary for homemaking and for successful participation in family and community life.

The needs, problems, and interests of the students and their families should be the basis for planning, developing and evaluating programs of home and family living.

While education for family living is a special obligation of the teachers of home economics, the philosophy of the total school program should be that this responsibility cannot be met in the home economics classes alone. It requires the cooperation of the school, the community and the home.

HOMEMAKING I

In the first year the importance of understanding the physical changes which the body undergoes and their relationships to emotions will be emphasized. Attention will be given to the development of wholesome attitudes regarding family living. Satisfaction in daily living depends in a large measure upon the

degree to which one is accepted by others. Characteristic of the ninth-grade girl is a vital need for understanding herself and others, for satisfying a desire to be popular and socially adequate, for improving skills in boy-girl relationships, and for acquiring emotional independence. The development of the traits which will help the girl to get along well with her family and friends merits emphasis.

Suggested Titles: Being a Good Family Member
Living Happily with Myself, My Family and
My Friends
Understanding Myself and Others

Length of Time: 3—4 Weeks

Objectives: To Develop:

- An understanding and appreciation of one's self as an individual.
- Some understanding of the characteristics of a good family member and a recognition of one's role in the family pattern.
- An appreciation of the benefits and satisfactions gained from family life.
- A wholesome attitude toward assuming responsibilities in the home.
- Some habits of using leisure time wisely.
- An understanding of acceptable social behavior.

Objective: To develop an understanding and appreciation of one's self as an individual.

Problem: What can I do to improve my personal traits during the period of growing into maturity?

Activities:

Observe a well-liked person for a period of time to determine what traits make him well-liked.

Select several persons whom you know well and make a list showing how they differ:

- in physical make up (including personal appearance)
- in interests
- in personality
- in abilities

Have students give their ideas of desirable personality traits.

Have a panel discussion on becoming a likeable person.

Show film on "Are You Popular?"

Portray role playing—popular and unpopular individuals.

Show pictures of a group of teen-agers participating in some worthwhile activities. Discuss how such activities help their development.

Make a study of one's self. List the traits in one's self that are liked and disliked. With the help of others, decide on two traits that should be improved. Make and carry out plans for development of these traits.

Use simple check sheet in class. Have a class discussion on the importance of each trait listed. Include the ideas of adults in the discussion.

Study and discuss the physical and emotional changes that take place during the adolescent or teen-age growth period. Show films related to these discussions.

Objective: To develop some understanding of the characteristics of a good family member and a recognition of one's role in the family pattern.

Problem: What are the characteristics of a good family member and what is the individual's role in the family pattern?

Activities:

Make a list of the basic needs of every individual and discuss the part that each member of the family plays in meeting these needs.

Describe life in a successful family as presented in literature, in a motion picture, or in a TV show.

Discuss the need and purpose of a family council. Dramatize a family council.

Plan a panel including parents and teen-agers on common problems, such as use of the family car, using the telephone, watching TV, or sharing responsibilities.

Discuss the meaning of democracy in the home. View and discuss a film on family life (such as "Friendship Begins at Home").

Read articles and report to class on the responsibilities of each family member.

Have class discuss:

- some things father does for the family.
- some things mother does for the family.

—some things I do for the family.

—some things other family members do for the family.

Plan a discussion between parents and students on "What Parents and Young People Expect of Each Other" or "How To Live With Each Other." Class discuss the most frequent situations in which young people feel that they are not understood by their parents.

Divide class into groups and have a series of socio-dramas on family situations. Let each skit portray some episode in which a teen-ager has done something that greatly annoyed, or pleased, her parents.

Have class come prepared to report some things enjoyed and some others that are most annoying about brothers and sisters.

Watch for opportunities within the family to praise members for things they have done and report to class their reactions.

Discuss how grandparents and other relatives can be enjoyed when they are recognized as real persons and accepted as rich resources of first-hand experiences of the past.

Give examples of activities that parents and children enjoy doing together. Plan an interesting experience for one's self and family.

Arrange a display of various hobbies. Decide upon those which can be shared with others to improve relationships.

Learn new games which can be taught to others in the home and out-of-doors.

Evaluate one's own traits to determine if they tend towards family happiness. Make a plan of activities for self-improvement.

Objective: To develop an appreciation of the benefits and satisfactions gained from family life.

Problem: What are the benefits gained from wholesome family life?

Activities:

Discuss "What the family provides its members other than food and shelter," that is, security, belongingness, privacy, understanding, affection, spiritual guidance, morals. Teacher or students read excerpts from novels dealing with family life.

Give examples of how one's family can and does practice democracy in the home.

Review the basic needs of every individual and describe how the family helps to meet these needs.

Give some examples of wholesome family life from literature, movies, TV, or personal knowledge. Organize a panel discussion to determine why these examples represent wholesome family life.

Analyze such quotations as: "Educate a woman, you educate a family"; "The home is the backbone of the nation"; "We are the builders of homes, homes for America's future"; "Be it ever so humble, there's no place like home."

Be familiar with the purposes and activities of the F. H. A. or N. H. A. organizations and describe how membership can be made a worthwhile experience.

Have social worker, minister, or lawyer discuss problems resulting from unhappy or broken homes and the effect upon the individual and the community.

Discuss family customs here and in other countries. Relate values maintained by families in America and those in other countries.

Discuss the privileges, values, and happiness obtained through family cooperation.

Show a film on family cooperation; follow with a discussion.

Work out a "Bill of Rights" for family cooperation in the use of the bathroom, newspaper, magazines, and the car, and listening to the radio and TV.

Make a list of character and personality traits developed in the home which are helpful in bringing happiness in the home and in social life outside the home.

Have students write a paragraph describing some benefits and satisfactions obtained from personal experiences in family living.

Objective: To develop a wholesome attitude toward assuming responsibilities in the home.

Problem: What responsibilities are usually carried by different members of the family?

Activities:

Discuss "The house is a workshop and every member in it a contributor." Show how contributions of different members of the family vary. List some household responsibilities which a high school girl might assume. List responsibilities most enjoyable. Discuss and compare.

Discuss some home responsibility that will increase the happiness of the entire family.

Make a work schedule for a specific job; complete the task.

Make a time study to determine whether or not the time can be shortened in the process of doing the job. Report on activity to class.

Hold a family council to decide how to secure family cooperation in carrying out physical duties in the home.

Discuss situations in which parents would be justified in keeping a high school girl from participation in a high school activity to work at home.

Give one or more demonstrations on easier, more efficient ways for doing home tasks.

Set up work schedules in classroom, letting each girl share with laboratory cleaning. Help them to analyze reasons why it is easier and more pleasant to work together cooperatively.

Have a panel discussion on "Should children be paid for work around the home?"

Show how contributions of different members of the family differ according to age, time, ability and earning power. Have students list ways that family responsibilities can prepare children to accept responsibilities in later life.

Objective: To develop some habits of using leisure time wisely.

Problem: What is meant by leisure time?

Activities:

Discuss the meaning of leisure time and why some have more than others.

Make a list of daily activities and decide which of them can be classed as leisure time activities.

Problem: How does the constructive use of leisure time contribute to personal development?

Activities:

Keep a chart for a week showing how the student spends her time. Analyze the way she spends her time to determine how wisely she used it.

Have a panel discussion on how one may have fun in the home during leisure time.

Plan for a type of leisure activity in which the whole family might participate.

Plan some activities which one can enjoy doing by herself.

Plan some ways in which one can have wholesome fun in the home with friends. Learn to play at least one new game. Invite friends in and carry through the plan.

Report on the success of the plan, or failure if it is not successful; try to decide reasons for the success or failure.

List the advantages of using leisure time wisely.

Invite a person who has an interesting, worthwhile, and possibly a good paying hobby to talk to class, bringing out selection of hobby and pleasures received from it.

Arrange a display on various hobbies.

Put on an exhibit of games for both indoors and out-of-doors.

Discuss the recreational activities available in the school and community.

List different ways in which leisure time may be profitable to the individual for:

- personal satisfactions
- personality enrichment
- outlet for tensions
- strengthening family ties
- contribution to community life
- financial gain

Objective: To develop an understanding of acceptable social behavior.

Problem: What is meant by "acceptable social behavior?"

Activities:

Read and report on assignments dealing with social behavior according to family customs, different localities, religious beliefs, and social status.

Determine standards of social behavior that are generally acceptable.

Write a character sketch of an individual who is socially acceptable.

Show films on acceptable social behavior.

Problem: How may young people acquire some techniques of social behavior which will help them to get along with their own age group as well as others?

Activities :

Make a list of personal habits which prevent one from being at ease with other people.

Collect and exhibit books on etiquette.

Collect articles in current magazines and post them on the bulletin board for use by the class.

Show films.

Read and discuss available material on dating problems.

Discuss how young people can have fun in socially acceptable ways.

Observe courtesy week; participate in a simple social function.

Develop a plan for improving one's own social behavior.

HOMEMAKING II

The everyday living experiences of the high school girl reveal many opportunities for developing some ability in living happily with her family and others. Students want and need help in understanding themselves as well as others in order to make the most of opportunities that come their way. Therefore, emphasis is placed upon the individual student and the necessary adjustments which will enable her to get along happily with her family and others.

Suggested Titles: Getting Along With Others

Living Happily With My Family and Others

Suggested Time: 3—4 Weeks

Objectives: To Develop:

- Greater realization of the importance of satisfactory family relationships.
- Some attitudes, habits and abilities which will make one a better family member.
- The ability to plan with other family members for sharing experiences that will promote family unity.
- Some understanding of the contribution that skills in homemaking make to the happiness and welfare of the family.
- The ability to establish satisfactory relationships with people outside the family.
- Some skills in recreation for one's self, friends and family.

Objective: To develop greater realization of the importance of satisfactory family relations.

Problem: What should the home provide for its members in order to have good family relations?

Activities:

Review the basic needs of individuals.

Assign groups to study and analyze various contributions a family may make to its members.

Distinguish between needs and wants.

Problem: How may the atmosphere of the home affect its members?

Activities:

Discuss the characteristics of a happy home and an unhappy home, and the way these affect the lives of the members. Discuss the statement "Be it ever so humble, there is no place like home."

Assign groups to write and dramatize skits showing:

—a family that respects the rights, privileges and property of all its members; and practices courtesy and kindness to its members.

—a family that disrespects the rights, etc.

Have students ask parents to tell them frankly of one trait that they have that interferes with happy family relations.

Report findings to class and get discussions on ways that they can improve such relations.

Discuss how emergencies and crises might cause a change in family living. Dramatize how families might react to such situations.

Discuss the advantages and disadvantages of women working outside the home. Use socio-drama to develop an understanding of parents' and children's roles as family members in such a situation.

Play the recording "Quarreling Children"; demonstrate how brothers and sisters have differences of opinions, and how quarreling can be kept at a minimum.

Problem: What understanding does one need in order to realize that good family relationships play a vital part in individual development?

Activities:

Cite instances of families which get along well with each other. Have each girl list ways in which she can try to get along better with other members of the family; use check list to indicate progress from time to time.

Discuss some common causes of conflicts between parents and children. Decide how they may work together to eliminate these differences in the solution of family problems. List specific problems, or peevs, which exist between parents and children.

Assign a problem to each girl. Ask her to put herself in the place of the parents and discuss how she would solve the problem. Invite one or more parents to discuss solutions to some of these problems which create tension or conflict.

Describe situations in which one needed help but hesitated to get it from the family because it was necessary to expose one's undesirable actions. Have class discuss possible solutions.

Study and list traits that show maturity.

Discuss the statement "Age is not a sign of maturity."

Prepare a bulletin board to demonstrate "Signposts to Maturity."

Observe different age children at home and in other places:

- to become familiar with their activities
- to find out adjustments made by these children which helped them in becoming a part of the group

List some advantages of being a mature person.

Objective: To develop some attitudes, habits and abilities which will make one a better family member.

Problem: How is a high school girl's success as a family member affected by her attitudes, habits, and abilities?

Activities:

Discuss reasons why certain boys and girls are accepted as leaders.

List characteristics of those persons who are accepted as leaders—Which are attitudes? Which are habits? Which are abilities?

Describe life in a happy family as presented in literature, TV, and motion picture. Analyze these situations to show which attitudes, habits, and abilities of the teen-age girl helped her to be a better family member.

Study self, listing the traits liked and those which could be improved. Make and carry out a plan for improvement. Have pupils write individual philosophy of living, followed by panel discussion of how these philosophies may influence one's attitudes, habits, and abilities.

Assume some home responsibility which will increase the happiness of the entire family.

Cite instances in which your attitudes and habits have been improved by sincere praise from members of your family.

Watch for an opportunity in your family activities in which you can praise sister, brother, parents for something they do.

Notice their reaction and report to the class.

Objective: To develop the ability to plan with other family members for sharing experiences that will promote family unity.

Problem: How can family unity be promoted by planning for sharing experiences?

Activities:

Cite TV personalities who have achieved happy family relationships, and discuss what experiences and activities contribute to this happiness.

Discuss the importance of knowing and sharing family responsibilities and activities. Discuss ways in which management of all resources may affect relationships.

Dramatize a family council to show how family experiences can be shared by all members to promote unity.

Discuss rights and privileges of each family member, regardless of age.

Discuss conflicts that arise between children and older people, particularly relatives. Analyze causes for these conflicts. Discuss how they could be avoided.

Show and discuss the film "You and Your Family" or "You and Your Parents."

Problem: What experiences and activities can be shared by family members?

Activities:

Review a list of things that one's family does together and that all enjoy doing. As a family group, listen to music and watch TV. Watch for evidence of common interests, likes and dislikes and report to class.

Have class members tell of special days which they celebrate in their family.

Plan and carry out a family celebration for one special day.

Report on success of experience.

List peevs that exist between family members and discuss how they might be solved.

Inviate family life counselor and/or parents to discuss problems which create conflict in family and how they might be solved.

Have girls discuss ways for acquainting boys with their family.

Plan how a teen-ager might share home facilities, such as the bathroom, living room, newspaper, telephone, radio, car, and TV.

Discuss privileges permitted in different families.

Investigate ways in which family income should be shared.

Demonstrate through a skit how a family might plan expenditures based on needs of various members.

Through role playing, have several members of the class portray a family council. Bring out a number of problems that would have to be solved by this family council and indicate the best approach to each.

In the book "Cheaper by the Dozen," read the chapter on the use of the family council and discuss how this family used it.

Have class members read and report on stories that show how parents have supported children in trouble.

Objective: To develop some understanding of the contribution that skills in homemaking make to the happiness and welfare of the family.

Problem: How does efficient management in the home help in maintaining good relations?

Activities:

Cite examples of good and poor uses of time and energy, money, and abilities in the home. Point out what may be the reasons for the differences.

Discuss ways in which management may affect family relationships.

Discuss the management responsibilities in the home. Make a work schedule for your family, assigning responsibilities for each members according to age, ability, and length of time

they have to carry out the duty. Hold a family council and discuss the possibilities of testing the plan. If it is accepted, help in carrying it out for a given period of time. Report the results.

Problem: How can one contribute to the happiness of her family by gaining skills in homemaking?

Activities:

Discuss skills that make for ease in managing a home.

Discuss ways in which acquired skills may affect family relationships.

Make a plan to take over certain duties in the home daily. Carry out the plan and report it as a home experience.

Report on ways to remove monotony and irritation from some household tasks that one dislikes doing.

Have oral reports and demonstrations by class members on "short cuts" and "How I do it" on routine tasks.

Have demonstrations with the use of commercial equipment on easier and better ways of doing tasks.

Show the film "Sharing Work at Home" and afterwards discuss it, stressing the main points.

Describe the special skills of several people—tell how these skills have greatly increased the family resources.

Recall and discuss one's own attitudes and homemaking skills that have changed or improved as a result of experiences in home economics.

Problem: How can homemaking education help one to be a wage earner?

Activities:

Discuss ways in which homemaking skills can be used as a means of making money.

Describe some trades and professions to which homemaking skills make a contribution.

Objective: To develop the ability to establish satisfactory relationships with people outside the family.

Problem: How can one make and keep friends with her peers?

Activities:

Make a list of habits acquired at home that help one in getting along with people outside of the family.

Discuss why friends are needed; describe the characteristics of a good friend; discuss the value of a wide range of acquaintances. Discuss the question: "Are the qualities desired in a friend included in my personal characteristics?"

Participate in a buzz session on the following topics:

- Friendliness to newcomers
- The "give and take" between friends
- Borrowing and lending between friends
- Punctuality in keeping engagements
- Relation of personal appearance to friendship.

Have a panel discussion on how emotions can affect the success of a person. Show film "Controlling Your Emotions."

Have a question box. The questions may be discussed among students and teacher or with someone who is particularly well-informed.

Prepare a list of do's and don'ts that one should follow in boy-girl relationships. Discuss how you share in making a date successful.

Have students develop a courtesy guide. Present as a program.

As a homemaking class, carry through various forms of social gatherings, inviting different groups each time. Stress rules of etiquette for each social situation.

Have members of homemaking and English classes cooperate in teaching introductions; writing "bread and butter" notes and answering invitations.

Cooperate with physical education department in sponsoring classes in dancing.

Have club programs on "Good Conversation."

Show film "Shy Guy."

Problem: How can one make and keep friends with adults?

Activities:

Using a question box, secure problems that cause conflict between boys, girls and adults. Have a panel discuss ways that conflicts may be avoided or resolved.

Collect articles showing the accomplishments of older people and the contributions they make to youth.

Talk with an adult about a friend he has had for years. Find out why the friendship has been a lasting one.

Problem: What are some of the responsibilities which the family has for helping to create a good community in which to live?

Activities:

Discuss what responsibilities the family has toward:

- Maintaining attractive and sanitary surroundings
- Establishing good relationships with neighbors
- Participating in church and civic activities

Make a list of the contributions that one's own family makes to the neighborhood.

Objective: To develop some skills in recreation for one's self, friends and family.

Problem: Of what value is wholesome recreation in a person's life?

Activities:

Clarify the term "recreation."

Cite examples of recreational activities of prominent people.

Show how these activities have enriched their lives.

Discuss such topics as:

- Rest is a change of work
- "All work and no play makes Jack a dull boy"
- Coffee-breaks in industry
- What is work to you is recreation to me

Discuss how the use of wholesome recreation can improve one's personality.

Demonstrate how the use of labor-saving devices and methods, plus family sharing of home responsibilities, provides more time for family fun, activities and hobbies.

Problem: What types of recreation are suitable for high school girls, their friends and families?

Activities:

Review activities one's family does together and that all enjoy doing.

Plan some ways in which one can have wholesome fun in one's own home with family and friends. Carry out one of the plans for a family fun night. Report to class.

List some ways in which someone and her friends may have wholesome fun outside the home.

Have each student select one recreational activity and with the aid of other students carry out activity in class.

Plan and play some group games suitable for indoor use.

Discuss advantages and disadvantages of radio and television as entertainment.

Discuss what makes a party successful. Evaluate a recent school party which was successful and tell why.

Plan and carry out an outdoor type of recreation; an indoor type.

Discuss different kinds of recreation that might be used for different age-groups. Plan some games and contests for various age-groups and carry them out as a class activity.

Through role-playing show families using conversation, reading magazines, books and newspapers, as ways of using leisure time as a group activity.

Write a paper on "My Hobby" or "The Hobby I Would Like to Have."

Arrange exhibit of students' hobbies.

Debate: Resolved, that it is better to store up wealth than to enjoy wise use of money for leisure.

Plan and give a party for someone in your family; or plan a family dinner, considering cost, refreshments, as well as decorations and entertainment.

Through role-playing illustrate ways of entertaining a date.

Problem: What are the possibilities in the community for wholesome recreation and leisure-time activities?

Activities:

Conduct a survey to discover possibilities for recreation and leisure-time activities in the community. From the information available, discuss how these facilities can be widely used.

Plan for some activity by the group in using a facility.

Discuss how one's community helps to make the family enjoy a fuller life, and how the family makes a contribution to the community.

Suggest ways of improving present recreational facilities.

Have town official discuss costs of public recreational facilities and ways of meeting the expense.

Discuss ways of getting recreational facilities for small community or neighborhoods through community cooperation.

Participate in a school or community project which was planned for the welfare of the group.

Discuss the responsibilities the family has toward home, school, church and civil defense activities in the community.

HOMEMAKING III

In the third year, considerable time is devoted to the unit "Looking Toward Happiness in Homemaking and Other Vocations." The changing patterns of family life, including earlier marriage, necessitates emphasis on information and abilities needed in planning for homemaking and parenthood. The student needs guidance in understanding the skills, abilities and intangible values which are essential in the maintenance of a happy home. Some understanding of the vocations requiring homemaking skills or those to which homemaking makes a contribution is also included in the third year.

Suggested Titles: Planning for Happiness in Homemaking and Vocations

Planning for Future Happiness

Looking Forward to Marriage

Planning for a Happy Future

Building Attitudes and Looking Ahead

Suggested Time: 4—6 Weeks

Objectives: To Develop:

- An understanding of the value of getting along with families and friends as preparation for future success in marriage.
- An understanding of the role of religion, education and social growth in building good family relationships.
- Some characteristics which will make a good partnership in marriage.
- Some insight into the importance of health, heredity and environment upon family life.
- An appreciation for and understanding of responsibilities of homemaking and parenthood.
- An interest in and understanding of the value of cooperative planning for successful marriage.
- Some understanding of aging members in the family.
- Some understanding of the role of the family in building good community and national life.

- Some knowledge of available vocational opportunities to which homemaking education makes a contribution.

Objective: To develop an understanding of the value of getting along with families and friends as preparation for future success in marriage.

Problems: How can a high school girl's success as a family member be preparation for successful marriage?

What contributions will a high school student's character make to successful living and to happy married life?

Activities:

Have student state what the term "family" means to her.

Have each girl analyze herself as a family member, relating her rights and responsibilities.

Use role-playing to illustrate those home responsibilities and rights—both agreeable or disagreeable.

Read and report on illustrative magazines which refer to successful family life, such as:

- Having a feeling of security
- Making a cheerful home
- Doing things together
- Bringing friends home
- Making decisions together

Review factors which contribute toward making a high school girl a successful family member. As a friend.

Show how these same characteristics help prepare the high school girl for a successful marriage.

Hold panel discussion on characteristics important to marital success.

Invite parents to join the group in a panel discussion on problems that involve all members of the family.

Ask students to discuss some of the problems in their home—how they were successfully solved.

Discuss the ways people solve their problems in the home, school, church and youth organizations.

List the responsibilities that young people should have in their home.

Study the family patterns of older times and of different countries. Compare with the family patterns of today.

Discuss the present family patterns in our country and how they vary according to locality.

Set up a display of resource materials that deal with wholesome family living.

Show films on choosing a mate. Have students note qualities that they consider important in choosing a future companion.

Discuss how little things add to big unpleasant problems in family living.

Discuss the characteristics of democratic living.

Compile a list of quotations on values in family living. Consider how these quotations can be used as a basis for developing one's personal standards in relation to marriage and family living.

Objective: To develop an understanding of the role that religion, education and social growth plays in good family relations.

Problem: How may religion, education and social growth influence family relationships?

Activities:

Have qualified person discuss the role of spiritual life in the family. Discuss case studies that illustrate the part ministers have played in strengthening marriage and family life.

Read and discuss quotations from the Bible on family life.

Plan a symposium on the contribution which "Religion Makes in Family Living."

Make a list of ways in which the home meets the spiritual needs. List the ways in which the churches in the community help to meet the needs.

Discuss some problems involved in secret marriages; interracial marriages; and those of different religious backgrounds.

Make a list of educational resources in the community and discuss how the family can make use of them.

Panel discussion on the following topics:

—"Who is an educated person?"

—"Why boys as well as girls need education for homemaking."

Discuss topic "How does education affect social growth?"

List characteristics of a socially mature person.

List conditions which might cause a change in the social standards of a community.

Discuss how family background affects customs and social growth of the family.

List the advantages and disadvantages of taking part in extra-curricular activities.

Discuss the importance of education for home and family living.

Objective: To develop the characteristics which will make a good partnership in marriage.

Problem: What are some desirable characteristics or qualities that one should develop in order to be a good marriage partner?

Activities:

Interview married couples for desirable characteristics to consider. Read selected reference magazines to determine the qualities which are important.

Compile list in class and develop check-sheet of desirable characteristics. Using check-sheet, decide one's chance for happiness with present interests.

Show film "With This Ring" to boys and girls. Discuss the qualifications for successful marriage as shown in the film.

Use role-playing to depict situations which illustrate how present behavior may affect behavior in later life.

Conduct a panel on the influence of family backgrounds upon success of marriage.

Discuss what is meant by "emotional maturity."

List and discuss characteristics of a person who is mature enough to marry.

Select committees to give reports on each of the following as preparation for marriage: Dating, Participation in Social Activities; Marriage Counseling; Books on Marriage; Conferences with the Family Physician and Minister.

Objective: To develop some insight into the importance of health, heredity and environment upon family life.

Problem: What influences do health, heredity and environment have in the development of good family life?

Activities:

Review characteristics of a healthy person—mental and physical.

Discuss the topic "Health as a Contributing Factor to Happiness in Marriage."

Have a panel on the topic "Every Child Deserves a Good Start in Life."

Discuss the economic values of good health in terms of the reduction of medical services, the cost of medicines, and the loss of time by the wage earner.

Study the problem of alcohol in personal health and its effect on family life.

Read selected references on inherited characteristics. Discuss how these might affect happiness in family life.

Read selected references on the effect of environment on the development of the individual. Show film and discuss "Heredity and Environment."

Invite a case worker to relate experiences where children have grown into well-adjusted adults when removed from undesirable environment.

Invite a marriage counselor, or some other qualified person, to speak on the influence of heredity and environment on a happy marriage.

Show film "Choosing Your Marriage Partner." Follow with discussion.

Objective: To develop some understanding of and appreciation for the responsibilities of homemaking and parenthood.

Problem: What are the responsibilities in creating a new family?

Activities:

Discuss, in general, the role of a homemaker.

List those privileges which might have to be given up and obligations which might be expected as a homemaker; as a parent. Compare these to the possible pleasures and advantages of married life.

Discuss some problems in marriage resulting from lack of adequate income, or income by the wife only; inadequate housing; lack of recreation; too early parenthood; both parents working outside of home.

Formulate a "Blueprint for Happiness" and "Hazards to Happiness." Prepare bulletin board.

Discuss how desirable characteristics are necessary for the "Blueprint for Happiness."

Discuss "Marriage is a Twenty-four-Hour-a-Day Job." Dramatize activities learned in homemaking that will prepare for marriage.

Have class write paper on "Biological Age for Marrying, Economic Status for Marrying, and the Legal Age for Marrying."

Discuss.

Have each student write her opinion of the difference between a "House" and a "Home."

Describe a happily married couple; give reasons for opinions.

Bring in homemakers to talk, emphasizing that homemaking is the *Number 1* vocation for girls.

Problem: For what things are parents responsible to their children?

Activities:

Discuss the Children's Charter and determine to what extent parents are responsible for meeting the needs as stated in the Charter.

Have each student write a paper describing some of the things her parents have been able to do for her.

Have a parent talk on the meaning of parenthood.

Determine by reading and observation how a child's environment may contribute to his physical, mental, social and emotional development. Use film, if available.

List the adjustments the family must make for a new baby.

Investigate the cost for having a baby. Discuss the pros and cons of planned parenthood.

Summarize the responsibilities of parents for their children.

Problem: What information does one need to meet the responsibilities of marriage and parenthood?

Activities:

Have students write papers on the kinds of family life they would like to establish.

Study local and State laws protecting the family.

Have lawyer or professional person explain the liabilities of marriage partners and parents.

List some conflicts that most often occur, such as: age differences; family background; educational differences; relatives and in-laws; conflicting interests.

Objective: To develop an interest in and an understanding of the value of cooperative planning for successful marriage.

Problem: How does cooperative planning contribute to success in marriage?

Activities:

Discuss the ways in which a couple can plan for their marriage. Include references to those persons who might best give them advice and help in their planning.

Consider and discuss how cooperative planning can solve some of the following situations:

- Income Budgeting
- Physical Examinations
- Sharing Jobs in the Home
- Working Wives
- Standard of Living
- Use of Leisure-time
- Early Parenthood
- Relatives or Parents Living With or Nearby
- Religion and Church Affiliation
- Importance of Maintaining Personal Attractiveness
- Advantages of Common Interests and Friends

Plan skits on budgeting, sharing jobs in the home, spending money wisely, standard of living, use of leisure-time, and parenthood responsibilities.

Write two skits, one showing cooperative planning and the other non-cooperative planning. Present to class.

Make a list of suggestions for marriage adjustments, including compromise, compliments, family council, planning and budgeting.

Invite a minister to discuss the sacredness of the marriage vows.

Have a round table discussion on advantages and disadvantages of church weddings, home weddings, secret weddings, and elopements.

Compile a list of public and private agencies which render as-

sistance to families facing serious problems. Describe the kind of assistance rendered by each.

Read articles *by marriage counselors* in current magazines concerning the ways a marriage might be saved.

Discuss costs and responsibilities of both families involved in a wedding and reception.

Discuss how the engagement period might be used as preparation for cooperative living after marriage.

Write a paper on "Democratic Life in the Home."

Discuss advantages and disadvantages of getting married following graduation from high school. Explore possibilities of further training for wage earning.

Debate: "I'm Not Marrying Your Family, I'm Marrying You."

Objective: To develop some understanding of the place of aging members in the family group.

Problem: What are some of the situations created by the presence of aging members in a family?

Activities:

Survey class membership to determine the number of families composed of aging members.

List contributions the aging family members make to the family. Determine the economic contributions made by the aging family members.

Make a list of some problems and work in small groups to suggest possible solutions. Give socio-drama on problems presented and solutions.

Plan for a question box on causes of conflict between children and the elders.

Have a parent discuss ways by which conflicts between persons of different age levels might be avoided.

Make a list of teen-age activities for making older people happier.

Problem: What understandings are necessary in the consideration of the aging in the family?

Activities:

Discuss ways by which the family gives an aging individual a feeling of love and security.

List activities in which aging family members may participate in order to feel useful and happy. Through role-planning, demonstrate how family members can meet some of the needs of the aging member of the family.

Discuss appreciation shown by children to their parents .

Discuss adequate space in the home for the aging in relation to the best welfare of all family members.

Discuss television and radio programs that show examples of good relationships between children and their elders.

Have some suitable person discuss the physical and mental changes which take place in persons sixty years old and above.

Discuss instances in which too much consideration was given to the aging in relation to the happiness of others.

Discuss ways by which family members may become useful and contented when they reach the aging period of life.

List church, private and public institutions that care for elderly people, and discuss advantages and disadvantages of living in one of these institutions.

Objective: To develop some understanding of the role of the family in building good community and national life.

Problem: What part does the family play in building good community relations?

Activities:

Make a list of one's responsibilities as a citizen in the community. Plan and carry through a project which illustrates practices of good citizenship. Name some of the responsibilities which the family can assume that will improve community life.

Discuss the reasons for civic clubs and organizations. Examine the charters of several established clubs to learn about their purposes. Study parliamentary procedure and ask students to observe a practice used in a club to which they belong, or an organization in the community.

List organizations which young people may join; discuss the advantages and disadvantages of belonging to such organizations.

Discuss the family's part in community life. Use bulletin board to illustrate.

Have students write a theme on "What Influence the Family Can Have on Community and National Life."

Use role-playing to illustrate the parts of women who belong to clubs for purely social reasons; because of civic duty.

Discuss how to choose the organization that will be most effective for good.

Have student-parent panel discuss ways in which families exert a positive or negative influence on the community.

After group research on the principles of democratic family living in the community, arrange for round-table discussion with emphasis on exchanging ideas, respecting the opinions of others, understanding others, securing group thinking, sharing in work and play, accepting responsibilities, and respecting the experience and maturity of others. Suggest specific illustrations of how young people may apply these principles to what they do in the community.

Discuss ways of improving one's home surroundings. Discuss ways in which a neighborhood can cooperatively improve its surroundings.

Plan and carry through a project for community improvement, such as ground beautification or community cleanliness.

Plan for community "get-togethers", or family nights, in which activities can be enjoyed by the entire family.

Objective: To develop some knowledge of vocational opportunities to which homemaking education makes a contribution.

Problem: What vocational opportunities are available to which homemaking education makes a contribution?

Activities:

Survey the community to find available jobs for which some homemaking education is an asset.

Conduct a survey of recent years' graduates of high school to find out the types of work they are now doing.

Invite girls who work to report on ways in which home economics has helped them on their jobs.

Review briefly some of the learnings gained from the homemaking course and consider how they may contribute to qualifications for wage-earning.

Invite a business man to talk to the class on the qualifications of applicants for a job. List ways in which homemaking education may help prepare one to meet his requirements.

Make a list of ways in which home economics education can aid a woman in earning money at home.

Discuss homemaking hobbies which may become a source of income.

Display hobbies of class members which are most valuable as possible vocations?

Discuss with vocational counselor the advantages of utilizing aptitude tests for giving evidence of relative abilities regarding what one might do best and the Kuder Preference Record for suggesting areas of interest (regarding what one wants to do).

Investigate the advantages and disadvantages of different vocations in which the members of the class have an interest.

Divide class into groups according to special vocational interests. Let each group interview a representative from its special field to find out the duties involved. Make a plan by which each member of the group may secure experience in her chosen vocation area—food service, home nursing, retail work, caring for children, and dressmaking. List opportunities in North Carolina for such work-experience.

Carry through the plan and evaluate student's performance and the job. Make provision for addition training if needed.

Problem: What opportunities are available to home economics?

Activities:

Interview college graduates living in the community. Plan a dramatization of college life—money needed, clothes, etc.

Read biographies of people who have been successful in different home economics vocations; what made them successful?

Make a chart of home economics vocations which require a college education. List the qualities desirable for the various vocations.

Have each student make a vocational asset and liability chart of herself to determine whether a college education is needed for the vocation for which she is best suited.

Invite representatives of different fields of home economics to talk to the group about their jobs. Supplement the information gained from this source by studying literature secured from employers, associations, labor unions, professional organizations, and government departments.

Make field trip to observe people at work.

Observe audio-visual aids which portray life in different fields of work.

Discuss the advantages and disadvantages of the mother working.

Describe the available aids to girls desiring training in home economics, such as scholarships, loans, and other aids.

Discuss the colleges in North Carolina which offer homemaking courses.

Problem: How can homemaking education contribute to general preparation for a wage-earning job?

Activities:

List the types of jobs that high school graduates are doing. Recall high school subjects that make a direct contribution to the jobs listed.

Discuss working hours and demands of the job. List the responsibilities which other members of the family can assume or share when the mother works away from home or in the home on wage-earning projects.

Discuss homemaking skills that a career girl could use, such as sewing, money management, etc.

SUGGESTED HOME EXPERIENCES

Organize a family council.

Improve myself.

Plan family recreation.

Develop a hobby or leisure-time activity.

Plan a family fun night.

Make life happier for an older family member.

Plan with family for family worship.

Make and carry out plans for sharing responsibilities.

SUGGESTED ADULT CLASS TOPICS

Parent-Child Relationship.

Understanding the Teen-ager.

Family Roles.

Family Good Times.

Planning for Sharing.

Decision Making.

Establishing Family Values.

Curfew—Who Sets It?

SUGGESTED CHAPTER PROJECTS

Sponsor a courtesy week.

Plan a joint recreation program with boys.

Sponsor community recreation project.

Prepare radio or TV skit on desirable social behavior.

Visit shut-ins of the community.

Give series of programs on relationships.

Develop plans to make a less fortunate family happy.

Arrange a series of talks on family situations.

FOODS

Philosophy

Much pleasure and satisfaction should be derived from the study of food and its contribution to happy family relationships. Experience in serving food offers opportunities for students to develop poise, graciousness, and consideration for others.

The application of art principles through the use of color in china, table linens, flower arrangements, and food combinations should be stressed each year. Setting the table to meet the occasion requires judgment in selection, use, and combination of the component parts—all of which should be arranged for the pleasure and convenience of the diner.

In nutrition education, attitudes are probably as important as facts about diets. This is especially true of the teen-age group, who rank first in need of guidance in food selection and consumption. Therefore, nutrition should be stressed around a meal pattern which includes the continuous study of management of time, money, energy and group participation. Developing skills through management will enable students to find ways of making routine food preparation both easier and more satisfying.

With the recognition of rising food costs, attention should be given to home production and conservation of foods which are plentiful where this practice is desirable.

HOMEMAKING I

In the first year, preparation of simple meals for the family is emphasized, using some foods which can be served interchangeably for breakfast, lunch or supper. The preparation of food by family members cooperatively helps to integrate some of the real values of family living.

Suggested Title: Easy Meals for the Family

Suggested Time: 8—10 Weeks

Objectives—To Develop:

- The ability to plan, prepare, and serve some simple meals for the family.
- Some ability to select, buy, and care for food for family meals.
- Some ability to work cooperatively with others in sharing responsibilities in the foods laboratory and at home.

- A desire to practice good food habits in order to improve appearance and to maintain good health.
- Some ability to manage time, energy, money, and equipment in the kitchen.
- Some ability to use equipment safely and care for it.
- An awareness of values in extending family income through home production of some foods.
- Some skill in conserving foods.
- Some skill in planning, preparing, and serving simple refreshments when entertaining friends.

Objective: To develop the ability to plan, prepare, and serve some simple meals for the family.

Problem: What do I need to know in order to plan, prepare, and serve attractive and nourishing meals?

Activities:

Describe a family meal that was enjoyed. List the factors that made it enjoyable.

Dramatize happy and unhappy mealtime situations.

Use role-playing to discuss some situations which may arise at mealtime, such as:

- A family member brings an unannounced guest
- A family member is late for a meal
- A child will not eat
- A family member criticizes food

Discuss meal preparation as an important function of the homemaker.

Determine how other family members may assist the homemaker in planning, preparing and serving meals.

Discuss adequate nutrition for the family.

Keep records of food eaten for a designated period and check for nutritional adequacy.

Using food models and other teaching aids, plan some simple meals for the family.

Demonstrate table service and table manners desirable for simple meals for the family.

Using menus planned, organize into family groups for preparing and serving a selected series of meals.

Rotate responsibilities within the group so that each member learns how to perform all the steps in the total process.

Evaluate each meal and set up more specific guides to be followed in preparing and serving later meals.

Objective: To develop some ability to select, buy, and care for food for family meals.

Problem: What must I learn in order to select, buy, and store food properly?

Activities:

Read to learn buying practices that may save time and money.

Study food advertisements in papers.

Visit local stores and markets. Observe food prices and quality. Buy some foods whenever possible.

Read and discuss the various keeping qualities of foods.

Discuss and demonstrate adequate storage of foods in the foods laboratory and in the home kitchen.

Purchase or collect several containers of food; compare as to quality, cost, and information on the label.

Assume some responsibility for buying or storing foods for the family.

Objective: To develop some ability to work cooperatively with others in sharing responsibilities in the foods laboratory and at home.

Problem: How can we develop desirable habits by working cooperatively in food preparation and service?

Activities:

Set up some standards for working in the laboratory and at home, including:

- Orderliness in the kitchen
- Good work habits
- Sharing responsibilities
- Consideration of others
- Use of time

Use these standards as a guide for evaluating each meal prepared and served.

Objective: To develop a desire to practice good food habits in order to improve appearance and to maintain good health.

Problem: How do food habits affect personal appearance, personality, and good health?

Activities:

List evidences of good health, based on review of previous health study, and have pupils check themselves.

Observe and report on food habits of people at home and at school.

Make a survey of breakfast habits of pupils and suggest improvements.

Make individual plans for improving food habits and keep a record of progress made.

Use films or filmstrips dealing with food habits.

Objective: To develop some ability to manage time, energy, money, and equipment in the kitchen.

Problem: What factors contribute to the efficient management of time, energy, money, and equipment in the kitchen?

Activities:

Read and discuss information on efficient arrangement of space and equipment in the kitchen.

Observe the location of small equipment in the foods laboratory, and evaluate the placement of frequently-used articles.

Discuss wise use of time and energy in doing kitchen tasks.

Demonstrate some labor saving devices.

Plan some meals, substituting lower-price foods without sacrificing quality and nutritive value.

Demonstrate use of some prepared food mixes and evaluate the use of these in terms of time and money available.

Objective: To develop some ability to use safely and care for equipment in the kitchen.

Problem: What do I need to know in order to arrange, use, and care for equipment in the kitchen in a safe manner?

Activities:

Show movie and/or filmstrips on safety in the kitchen.

Have pupils list accidents which have occurred in their home kitchens. Discuss prevention of these.

Use a check list to score the foods laboratory and home kitchens on safety. Choose a safety hazard to eliminate. Report this to the class.

Demonstrate ways to use, arrange, and care for kitchen equipment, using principles of safety.

Objective: To develop an awareness of values in extending family income through home production of some foods.

Problem: How can family income be extended by home production of some foods?

Activities:

Make a survey to find out how much food is being produced at home.

Invite the agriculture teacher to discuss "The Home Garden" as it is applicable to the local community.

Discuss some responsibilities the teen-age girl can assume toward home production of foods.

List ways of supplementing family income through sale of foods produced at home.

Objective: To develop some skill in conserving foods.

Problem: What are some approved methods of conserving foods?

Activities:

List factors that determine when preservation of food in the home is an economical practice.

Discuss and demonstrate principles of canning and freezing some available foods.

Show films and/or filmstrips on conservation of fruits and vegetables.

Have pupils conserve some available fruits and vegetables for use in meal preparation in the department.

Plan ways of using home production and/or conservation of food as a project.

Discuss adequate storage facilities for conserving foods.

Objective: To develop some skill in planning, preparing, and serving simple refreshments when entertaining friends.

Problem: How can I entertain friends graciously in my home?

Activities:

Use a variety of references for supervised reading and discussion of the roles of host, hostess, and guest.

Plan and prepare some simple, inexpensive, light refreshments.

Plan, prepare, and serve a simple tea to eighth graders to acquaint them with the homemaking program.

Make a special assignment for entertaining a friend at home.

Plan and prepare refreshments to serve at an FHA or NHA meeting.

HOMEMAKING II

New learnings are introduced at each grade level and previous learnings applied in the second year of foods, with emphasis on more complicated meals. Because of the increased number of electrical appliances used in food preparation, experiences will be provided to help the student determine the value of such equipment in relation to time, energy, cost and care.

Suggested Titles: Food for the Family
Helping with Family Meals
Family Meals for the Day

Suggested Time: 6—8 Weeks

Objectives—To Develop:

- Greater understanding of the food needs of all family members.
- Increased ability to use good management practices in terms of time, energy, money and equipment.
- Greater skill in planning, preparing and serving family meals.
- Greater ability in selection, use and care of table appointments.
- Increased skills in planning, preparing and serving foods for entertaining.
- Increased interest in extending family income through home production and conservation of foods through the use of accepted methods.

Objective: To develop greater understanding of the food needs of all family members.

Problem: What are the food needs of all family members?

Activities:

Review the Basic Four Food Groups and what each contributes to the diet.

Use flannelgraph to show Basic Four Food Groups.

Discuss how age, physical condition and occupation influence the family diet.

Invite local homemaker to discuss with students the importance of good meals in keeping a family healthy and happy.

Have students observe TV food commercials and report on their accuracy and nutritional contribution.

Use large charts showing vitamins and minerals and their effect on white rats.

Use food models to show three meals of the day that meet nutrition requirements.

Dramatize how food likes and dislikes can affect good nutrition.

Discuss "A good diet today is an investment for tomorrow;" suggest ways of imparting the fact that better health can be achieved through better nutrition.

Keep record of individual diet for three days—check for amount of calories, protein, iron and vitamin C.

Plan a food budget for a family for one week from the standpoint of good nutrition.

Objective: *To develop increased ability to use good management practices in terms of time, energy, money and equipment.*

Problem: How can I save time, energy and money in preparing and serving family meals?

Activities:

Use pathway chart to illustrate steps that can be saved when setting the table or in preparing a meal.

Show display of kitchen time-saving appliances and demonstrate their use.

Study arrangement of unit kitchens for saving energy and time in meal preparation.

Discuss management of time, planning ahead, doing jobs that can be done before the last minutes.

Note current food prices in newspapers or at the market; compare.

Study and make list of ways of keeping food bills down, yet keeping nutrition value high.

Demonstrate methods of partially prepared food from home products. Compare costs with commercially prepared foods to show how they may be used to save time and energy in meal preparation.

Discuss food storage in the home.

Plan menus and market orders for a week at a time in order to save time and energy.

Discuss food budget. Plan nutritious meal on low cost diet and a high cost diet.

List the services rendered by the retail grocer which help determine the cost of food.

Problem: What do I need to know about kitchen equipment and safety?

Activities:

Discuss correct placement, care, and use of kitchen equipment.

Show film, "Safety in Kitchen."

Problem: How can I learn to work more cooperatively with others, and assume more responsibility?

Activities:

List the responsibilities that you now assume with family meals. List several possibilities for increasing these responsibilities.

Discuss this plan for increased responsibility with your mother and carry out some of the new duties and report to the class.

Make a chart listing duties of each members of the group in the unit kitchen and show the rotation of duties after each meal served in the department.

Discuss the "Plan of Work" as used in class work. Using suggested menu, have each student prepare a plan of work.

Objective: To develop greater skill in planning, preparing and serving family meals.

Problem: How can I increase my skills in preparing and serving family meals?

Activities:

Discuss factors which make satisfying family meals, such as: adequate nutrition for all members; contrast and harmony in flavor of foods; serving on time as a result of planning; family being together; family discussing details of the day.

Plan and prepare a series of satisfying, attractive and nutritionally adequate meals which illustrate the above factors.

Plan, prepare and serve a family meal for four, using a one-dish meal, meat substitute, or meat extender.

Check the cost as part of the evaluation of the meal; check work habits.

Discuss what needs to be known about meal planning, preparation and serving when using less tender cuts of meat.

Plan, prepare and serve the following types of meals in class and at home: oven meals, broiler meals, and one-dish meals.

Evaluate each, using a score card.

Use partially prepared foods, showing how they may save time and energy in meal preparation.

Plan and prepare a family meal, using foods found at home.

Evaluate success of project.

Serve a family meal, introducing a new food or recipe to the family. Report on results.

Evaluate each meal.

Objective: To develop greater ability in selection, use and care of table appointments.

Problem: What do I need to know in order to select wisely table linens, glassware, china and silver?

Activities:

Visit department store, jewelry store, or gift shop to study chinaware, glassware and silver as to design, cost and suitability.

Visit linen shop or borrow display for class to examine as to design, cost and suitability.

Have students set tables, using different table appointments.

Judge, using scorecard.

Show commercial kits on silver.

View filmstrips on table settings, china and silver.

Study appointments at different cost levels.

Display suitable accessories for different occasions.

Observe the different types of appointments as shown in daily newspaper, in magazines, and on TV.

Problem: What is meant by "informal," "semi-formal" and "formal" table service?

Activities:

Show films illustrating different types of service. Show magazine pictures of formal, semi-formal and informal table settings.

Let class members dramatize an informal, semi-formal and formal table service.

Problem: What information do I need in caring for table appointments?

Activities:

Discuss removal of common stains.

Demonstrate how to clean and store silver.

Demonstrate laundering and storage of various types of table linens.

Objective: To develop increased skill in planning, preparing and serving foods for entertaining.

Problem: How can I gain more confidence in my ability to be a gracious hostess? a gracious guest?

Activities:

Discuss types of entertaining. List suggestions for making home entertaining easier and more enjoyable.

Plan foods for a simple form of entertainment.

Plan, prepare and serve for guests a buffet meal in the department.

Plan TV snack or dinner.

Prepare and serve an outdoor meal for the family.

Read and discuss types of entertaining found in social columns of newspaper.

Have each girl entertain a guest or guests in her own home and report outcome to class.

Use role-playing illustrating good manners.

Plan and carry out a tea so that all members of the class will have practice in serving as hostess and guest.

Discuss types of public eating places. Study menus, noting new food terms and relative prices. Have "role-playing" of eating out.

Objective: To develop increased interest in extending family income through home production and conservation of foods through use of accepted methods.

Problem: How can my family be assured of a well-balanced diet the year round?

Activities:

List foods grown in local gardens.

Discuss nutritive value, cost and flavor of home-grown foods versus those bought from stores.

Let each girl with the help of her mother figure the food needs of an average family for a week. Discuss in class the advantages of producing and conserving these foods in relation to the cost of buying them from the stores.

Compare these figures with those compiled by Department of Agriculture on family food budget.

Have agriculture teacher discuss foods that can be grown in the area. Plan a garden that would supply some foods throughout the year. As home experiences, or as joint home experiences with brothers, girls plan to grow foods at home.

Problem: What methods are desirable in conserving food at home?

Activities:

Pre-test for knowledge on food conservation.

Demonstrate approved methods of conserving foods. Show films on food conservation.

Conserve food, using proper methods—canning and freezing.

Plan a canning budget for department; for own family.

Pack and freeze foods available.

Plan and prepare a meal from frozen foods.

Freeze left-overs and plan and serve a meal using these left-overs.

Show how to use the food freezer as a pre-meal planner and for party refreshments.

Show advantages of quantity preparation for freezing.

Learn recommended methods of canning acid and non-acid foods.

Visit freezer locker to see a demonstration. Analyze advantages of home versus community lockers.

Make jellies.

Discuss proper methods of storage and labeling. Plan for storage of food in the department; at home.

HOMEMAKING III

Foods for special occasions will meet individual and group interests at the third-year level. Time has become an increasingly important factor in meal preparation. The laboratory equipment and supplies will be arranged in order to provide experiences in good managerial procedures.

Suggested Titles: Family Meals and Hospitality
Special Problems in Foods
Foods for Many Occasions

Suggested Time: 6—8 Weeks

Objectives—To Develop:

- Further skills in planning, preparing and serving adequate family meals on various income levels.
- Increased interest in keeping up with new research in nutrition, food equipment, food preparation and management.
- Greater interest in food problems in the community.
- Skill in planning, preparing and serving meals for various special occasions.
- Greater skill in the conserving of a variety of foods.
- Further ability to select food in a public eating place.

Objective: To develop further skills in planning, preparing and serving adequate family meals on various income levels.

Problem: How can I gain further skills in planning, preparing and serving adequate family meals on different income levels?

Activities:

Give a pre-test on the Basic Four to emphasize that we never outgrow our need for these food groups.

Have a panel on the effects of vitamins and minerals on the body.

Use a flannel board, or show slides, depicting a lack of nutrition.

Read articles and report on up-to-date findings in nutrition.

Arrange for a meat cutting demonstration, or view films on cuts of meats.

Discuss various economic levels in the community and per cent of budget that should be spent for food.

Divide class into groups to represent different income levels:

Let students from each group make out menus and market lists for one week; estimate the cost of the food.

Prepare and serve a meal on low, medium and high cost levels.

Evaluate meal by score card and report to class.

Prepare a meal from laboratory freezer, using left-overs, uncooked or cooked foods. Use a variety of cooking methods that require different equipment.

Plan and serve a meal using as many new products as possible—foods, equipment, or appliances.

Objective: To develop increased interest in keeping up with new research in nutrition, food equipment, food preparation and management.

Problem: How can I keep up-to-date with research in food?

Activities:

Become familiar with "Consumer Reports" and unbiased special articles in other magazines.

Give current events on new happenings in the field of foods.

Have qualified person speak on modern trends in nutrition.

Show film on nutrition.

Discuss food fads in relation to nutrition.

Study and stress the importance of State and national food regulations.

Discuss need for "open-mindedness" in order to accept new ideas and to practice and accept new procedures and new dietary foods.

Problem: How can I save more time in the kitchen?

Activities:

Interview women who work away from the home to find out how they manage meal preparations. Give report to class.

Discuss new equipment which they are using.

Review efficiency of kitchen arrangements and storage.

Divide into committees: visit stores to study brands, prices, frozen foods, cake mixes, puddings, frostings, etc.

Evaluate time used in meal previously prepared.

Estimate time spent in preparing some meal at home.

Read pamphlets and books on time saving. Discuss findings.

Discuss the selection of proper equipment for the job and the arrangement of equipment in the kitchen for convenience; arrange food equipment trays for preparation centers to show time saving.

Objective: To develop greater interest in food problems in the community.

Problem: What are some of the food problems in my community?

Activities:

Discuss ways to determine the food problems of the community, such as:

- Survey twenty-four hour food intake, selected grades
- Observe school lunch; interview school lunch manager in relation to wasted food
- Interview food store managers as to purchases of vegetables, fruits, milk, etc.
- Interview physician and dentist for opinions of outstanding food problems
- Study menus for some local restaurant and discuss popular choices with manager or waitress
- Visit sanitarian at health department and discuss food problems in relation to sanitation of meat markets, drug stores, restaurants
- Interview welfare worker to find out family food needs

Suggest ways that some of these problems can be overcome. Discuss organizations or groups that can help in solving these problems.

Read and report diet problems found often in North Carolina.

Suggest ways to include milk and vegetables in the diet. Prepare bulletin board or give programs on teen-age eating habits.

Discuss causes for food-related illnesses.

Have talk by school nurse on specific food problems in community.

Cooperate with other groups in publicizing food problems.

Look up local and State regulations regarding food.

Collect and discuss inspector's stamps and grades.

Objective: To develop skill in planning, preparing and serving meals for special occasions.

Problem: What are some special occasions when food plays an important part?

Activities:

Show film "Dinner Party", or similar film; then plan a suitable meal for some approaching occasion, such as:

- family birthdays and anniversaries
- special days and holidays
- a shower
- teas and receptions
- luncheons, banquets and buffet meals
- other suggestions from class discussions

Problem: How may I be a gracious hostess or guest?

Activities:

Read and discuss tips on entertaining.

Review table courtesies.

Select and plan some type of entertainment for a special occasion. Carry out plans for entertainment and evaluate results.

List and discuss ways to make another person feel "at home" in your home.

Discuss how meal time may be made enjoyable for the family and guests.

Discuss details which make a special occasion meal differ from an everyday meal: hospitality, suitability for occasion, quantities, decoration, appetizers, favors, etc.

Gain experience by helping at home, school, church, or club social functions, such as: waiting on the table, serving food, cleaning up and planning.

Prepare in class refreshments for FHA or NHA meeting, assume greater responsibility for planning mother-daughter banquet, tea for faculty or mothers.

Go on field trip to stores to broaden knowledge of silver, glassware, linen and chinaware selections.

Problem: How may I develop greater skill in food preparation?

Activities:

Discuss food and decorations suitable for various special occasions, such as: Hallowe'en, Christmas, birthday, etc.

Make a "Special Occasion Manual" that includes menus for various functions, hints on manners of guest and hostess, table and room decorations. Start a party book for the department.

Compile list of beverages, hot and cold, suitable for various functions.

Demonstrate party sandwiches.

Prepare and decorate various kinds of cookies and cakes.

Plan food for a child's party.

Explain how buffet type food service is desirable when feeding guests without a maid.

Determine functions of hostess and guests at buffet dinners.

Plan and serve class tea or buffet meal around suitable holiday or special occasion.

Discuss adequate food supplies for impromptu refreshments to keep on hand.

Have girl plan, prepare and serve light refreshments to some guest of the family in her home. Example: TV snack, after the game snack, mother's club, etc.

Invite a foreign homemaker to give a foods demonstration.

Ask her to discuss food customs and terms of her nation.

Objective: To develop skill in conserving a variety of foods.

Problem: What additional information do I need for conserving food?

Activities:

Pre-test to determine student's knowledge on food preservation.

Have students list foods with which they need further help.

Review up-to-date methods to conserve foods.

Visit a commercial locker to observe the cutting, wrapping and freezing of meat.

Give demonstration in class in freezing poultry, left-overs, etc.

Show film on up-to-date methods of freezing.

Have students freeze food for home or laboratory freezer.

Demonstrate various methods of conserving foods that add zest to a meal—jellies, jams and pickles. Display foods. Evaluate results, using a score card. Estimate cost versus commercial product. Plan for storage of supply for a family.

Discuss the value of food conservation in saving on the food budget.

Objective: To develop further ability to select food in a public eating place.

Problem: What behavior is acceptable in public eating places?

Activities:

Through socio-drama carry out and evaluate the following:

- girl giving order to date
- date giving order to waiter or waitress
- behavior both by boy and girl when check is brought to the table and check is paid
- the father's and mother's role when eating out
- guest's role when eating out

Study menus collected from eating places and discuss pleasing combinations. Discuss *table d'hote* versus *a la carte*, one dish meals, and chef's special.

Have each girl select a menu from the cards and figure the cost of the meal and the tip.

Have a "mock meal", using food models, of a meal previously chosen—one student act as waitress, two as girls, and two as boys ordering.

Discuss each girl's order as to the quality and combination.

Have students report on personal experiences.

As a summary, have class go to a near-by restaurant for an evening meal. Pre-plan to be sure this will be a learning experience. Students evaluate experience.

Objectice: To develop an interest in food-service as a career.

Problem: What qualifications and training do I need for a career in food?

Activities:

List variety of positions available in food service.

Have specialists from various fields in foods talk to class.

List and discuss qualifications and training.

Have pupils examine magazines, television, and other sources for possible fields.

Make survey of community to determine what jobs are available.

Visit employment office or ask competent person to discuss possibilities for employment in area.

Develop a plan for a home career in food service.

SUGGESTED HOME EXPERIENCES

Plan and prepare meals over a period of time.

Conserve food from the family garden.

Entertain for a friend or member of the family.

Buy groceries for a month to save time, energy and money.

Plan and plant a small garden for family use.

Care for the kitchen to save time and energy.

Plan for improvement of personal eating habits.

Plan for elimination of household pests.

SUGGESTED ADULT CLASS TOPICS

Making the Freezer Pay for Itself.

Family Meals that Save Time, Money and Energy.

Eat and Stay Slim.

Party Ideas.

Foods for Special Occasions.

Managing the Food Dollar.

SUGGESTED CHAPTER PROJECTS

Plan and carry through some entertainment for large group.

Demonstrate good eating habits in school cafeteria.

Demonstrate good eating habits at group meetings.

Give chapel programs on food and nutrition.

Give chapel program on social behavior.

Assist civil defense project on emergency food shelf.

Conserve food in quantity for department and gift giving.

HEALTH

Philosophy

According to the U. S. Public Health Service, millions of Americans are unable to perform their normal activities because of injury or illness. Caring for the sick in the home is one of the realistic problems each family faces. Maintenance of family health and safety suggests, therefore, that the individual should be better prepared to do his share in solving some of the many problems that arise when illnesses occur.

Since the services of hospitals, nurses and doctors are expensive and may not be available, it is urgent that families have help in recognizing and coping with common illnesses. Learning how to provide day-by-day care for a sick person in the home saves time and energy as well as money.

Caring for the sick also has its mental aspects. It is most important to the sick person and his family that wholesome mental and emotional health attitudes be exhibited. This is an area of consideration which interrelates closely with good physical health, and improves the personal quality of family living.

HOMEMAKING I

Physical education and science courses include instruction in health as it relates to the individual, thus minimizing the necessity for developing this area as a separate unit in the first year of homemaking. Health habits as they relate to personal appearance and general efficiency in school, home and community, are stressed through correlation with the foods, clothing, housing, family relationships, family economics and child care areas.

HOMEMAKING II

Health and Home Safety for the Family is offered in the second year of homemaking. Emphasis is placed on helping pupils realize that a program of positive health for the family can reduce the need for remedial medical services, can increase personal efficiency, and contribute to family happiness and success. Emphasis is given to the use and care of equipment as a means of preventing accidents in the home.

Suggested Title: Health and Home Safety for the Family.

Suggested Time: 3—4 Weeks

Objectives—to Develop:

- Some ability to understand the relation between physical and mental health in promoting family welfare.
- A recognition of and a desire to take advantage of the agencies that promote good health and safety.
- Some ability to recognize, prevent and take care of situations in the home which threaten the health and safety of family members.
- Some ability to care for the sick in the home.
- An appreciation of the contribution which science makes in discovering the causes, prevention and cure of diseases.
- Some understanding and appreciation of the value of health and hospitalization insurance in time of family illnesses.
- An attitude and a willingness to help with the Civil Defense Program by understanding ways to protect self and others during emergencies.

Objective: To develop some ability to understand the relation between physical and mental health in promoting family welfare.

Problem: What is the relationship between physical and mental health in promoting family welfare?

Activities:

Recall situations in homes where there has been illness. Describe how the activities of the various family members were changed by the illness.

Bring in a definition of mental health; physical health.

Discuss the relation between mental health and physical health. Illustrate this point with displays of health publications.

Discuss how crowding too many activities into one day can be harmful to family health.

Discuss how one recognizes fatigue limits and learns to choose the number and kinds of activities one has strength for in spite of the many increased activities of today's living.

Chart, for a week, the use made of leisure-time by all members of the family. Encourage desirable hobbies.

Objective: To develop a recognition of and a desire to take advantage of the agencies that promote good health and safety.

Problem: What contributions are made by local, State and national agencies in promoting good health?

Activities:

Make a list of health agencies and discuss their contributions to family health. Appoint committees to report on contributions made by local agencies in the community which are concerned with problems in family health.

Discuss the part the student and her family can play in supporting the work of these agencies.

Cooperate with the public nurse in promoting the community health project.

Present health skit, panel discussion, or quiz program in chapel to share information on work of community agencies with total school.

Objective: To develop some ability to recognize, prevent and take care of situations in the home which threaten the health and safety of family members.

Problem: How can I improve the safety conditions in my home? In the homemaking department?

Activities:

List hazards which might be found in the homemaking department, the home, school and community. Relate some accidents caused by such hazards.

Consult newspapers and listen to reports of accidents on the radio and television. Discuss how such accidents affect the family.

Study materials, including those published by insurance companies and national safety organizations, to discover types of accidents that occur in the home. Determine methods of preventing each type of accident. Eliminate safety hazards through school and home activities.

Discuss personal habits which might endanger the welfare of the family.

With help of the family eliminate hazards in the home which might cause accidents.

Write and present skit in assembly or PTA on eliminating safety hazards in the school and home.

Cooperate with other groups in the school on health projects.

Objective: To develop some ability to care for the sick in the home.

Problem: What do I need to know about simple methods of caring for family members in case of illness?

Activities:

- Describe some experiences in caring for sick family members.
- Read and discuss information relative to caring for the sick in the home.
- Demonstrate simple home nursing techniques in caring for the sick in the home.
- Use film or filmstrip.
- Provide and equip storage for medical supplies and equipment.
- Make and equip a first-aid medicine cabinet.
- Set up a program in your home to help control common illness.
- Help care for a sick family member.

Objective: To develop an appreciation of the contribution which science makes in discovering the cause, prevention and cure of diseases.

Problem: What contribution does science make in discovering the cause, prevention and cure of diseases?

Activities:

- List and discuss the contribution science has made to date in prolonging the life of individuals through controlling diseases. Individual reports may be given.
- List and discuss agencies and organizations and their work in combating diseases. Show films illustrating their work.
- Display and give information about the discovery, prevention, and cure of diseases.

Problem: How have modern improvements in sewage disposal, heating, lighting and refrigeration affected the health of individuals?

Activities:

- Arrange a field trip to some community center, such as: a dairy, meat market or water plant. Observe sanitary procedures practiced, and discuss how these practices help to promote family and community health.
- Discuss methods of waste disposal in urban and rural districts.
- Compare the safety of each method.

Discuss the effects of inadequate heating, lighting and refrigeration on health.

Secure the rating scale used in scoring public eating places.

Become familiar with the standards which must be maintained by the operators. Illustrate with pictures and posters.

Improve sanitary conditions at home and in school.

Study the hygienic conditions of school, community, and home surroundings; make and execute a plan for improving them.

Objective: To develop some understanding and appreciation of the value of health and hospitalization insurance in the time of family illnesses.

Problem: What are the values of health and hospitalization insurance?

Activities:

Investigate and report on hospitalization plans, compensation for illnesses, and methods of saving for emergencies. Assist family in choosing health and hospitalization insurance?

Show film and filmstrips on the benefits of health and hospitalization insurances.

Objective: To develop an attitude and a willingness to help with the Civil Defense Program by understanding ways to protect self and others during emergencies.

Problem: What knowledge should I have concerning the Civil Defense Program in order to protect myself and others during emergencies?

Activities:

Invite a local civil defense officer to discuss home and community safety measures which would be needed in an emergency.

Read and discuss the National, State and Local Defense Programs.

Discuss ways that students and their families might participate in the Civil Defense Program.

Work out program to be observed during the week designated for Civil Defense.

Plan a Civil Defense Program with the family.

Make a first-aid kit for the car as a Civil Defense project.

Plan food kits suitable for emergencies.

Serve as a plane spotter.

Plan kits or games suitable for children during an emergency.

SUGGESTED HOME EXPERIENCES

Improvise a medicine cabinet and equip it.

Improve sanitary conditions in or around the home.

Correct one or more safety hazards in or around the home.

Participate in a clean-up campaign.

Develop a health insurance plan with family.

Participate in a civil defense project.

SUGGESTIONS FOR ADULT PROGRAM

Safety in the Home.

Improved Sanitation.

My part in Civil Defense.

Improving Storage.

Healthful Living.

PROJECTS FOR CHAPTER MEMBERS

Participate in community civil defense programs.

Serve as plane spotter.

Care for and entertain small children.

Plan kits of games suitable for entertaining children during emergencies.

Plan food kit suitable for emergencies.

Distribute mimeographed materials to families.

Participate in clean-up program.

Participate in safety hazard program.

HOMEMAKING III

Home Care of the Sick, offered in the third year, prepares students to do their share in solving the many problems that arise when illness occurs in the home. This unit can also assist students in determining their potentialities for nursing as a vocation.

Suggested Title: Family Health and Home Care of the Sick.

Suggested Time: 4—5 Weeks.

Objectives—To Develop:

- An understanding of individual, family and community responsibility in preventing diseases.
- Some ability to recognize symptoms of illness.
- Increased ability to care for the sick.
- Increased knowledge of nursing care under special conditions.
- Some knowledge of ways each family member can share in the care of the sick.
- The ability to determine one's interest and to recognize one's potentialities in the fields of practical and professional nursing.

Objective: To develop an understanding of individual, family and community responsibilities in preventing diseases.

Problem: What responsibilities can the family and community assume in the prevention and spread of disease?

Activities:

Discuss how the home and community share in preventing and controlling disease.

List ways in which the family can improve sanitation in the home and its surroundings.

Ascertain the number of nurses, doctors, and hospital facilities available in the community.

Study the function of public health organizations, municipal health agencies, and their methods of preventing and controlling diseases. Find out what health services are available in the community.

Describe services offered in baby clinics, cancer clinics, etc.

Create ways of improving sanitation in the home.

Plan for all the family members to get a health check-up.

Objective: To develop some ability to recognize symptoms of illness.

Problem: How can I recognize symptoms of illness?

Activities:

Learn the causes of various contagious diseases. Study the symptoms.

Study symptoms of non-infectious diseases.

Objective: To develop increased ability to care for the sick.

Problem: What information do I need to take care of a sick member of my family?

Activities:

Read and discuss characteristics of good home nursing.

Visit hospitals to observe furniture used. Study the location of furniture and furnishings which provide the most comfort and convenience for the patient and the nurse.

Study own home to determine the best space available for a sick member of the family, taking into consideration ventilation, location, heating, privacy and quiet. Plan and arrange a room in the home for a sick family member.

Find out what kinds of equipment are available in the community which may be borrowed or rented.

Demonstrate home nursing techniques—making the bed, giving a bath, taking temperature and pulse, caring for thermometer, using hot water bottle and ice bag, arranging back-rest and turning patient.

Plan, make and/or equip a home medicine chest.

Assume the responsibility of caring for the personal belongings of a sick person.

Care for a sick person and/or room.

Give a bed bath and make occupied bed for a period of time.

Make some equipment to aid in the comfort of a patient.

Problem: What information do I need in order to serve adequate and attractive meals to a patient?

Activities:

Discuss the importance of serving an attractive meal to the sick. Plan and make some simple decoration for a tray.

Prepare and serve simple meals illustrating different types of diets. Plan and prepare a meal for a sick member of the family.

Discuss the importance of serving diets that are prescribed by a physician. Consider the likes and dislikes of the patient.

Objective: To develop increased knowledge of nursing care under special conditions.

Problem: What are the problems in the care of a convalescent? the aging? the chronically ill?

Activities:

Suggest ways in which you might add to a convalescing person's attractiveness.

Discuss responsibilities of visitors.

Consider special problems in care of the aging.

List ways to make the aging feel happy and contented.

Prepare an exhibit of activities which would interest convalescents; the chronically ill—both old and young.

Make an inexpensive gift for someone who is ill.

Make improvised equipment and supplies for the chronically ill patient, as well as for the patient with a communicable disease, such as:

- Newspaper bags for tissues
- Bedroom shoes from newspaper or brown paper bags
- Back rests and bed trays from cardboard boxes
- Newspaper bed pads with old torn sheets

Make a plan for the care of an aging person in the home.

Objective: To develop some knowledge of ways each family member can share in the care of the sick.

Activities:

Discuss how illness in the home affects the family pattern of living.

List ways of maintaining a cheerful atmosphere in the home during illness. Demonstrate ways to keep a young child contented during a convalescent period; an older person.

Suggest some ways by which members of the family can meet emergencies which are due to illness.

Present a skit showing the contrast between good and poor visitors in a sick room.

Visit a convalescent or "shut in" and tell how this experience was made interesting to the patient.

Study how home duties can be re-scheduled in order to include those additional activities which are necessary because of illness in the family.

Decide how to carry out household duties in the quickest and easiest way because of the many demands on the homemaker's time.

Objective: To develop the ability to determine one's interest and recognize one's potentialities in the field of nursing.

Problem: What do I need to know in order to pursue the field of practical or professional nursing?

Activities:

Have students describe nurses they have known. From these descriptions and from reading, make a list of the qualifications of a good nurse. Analyze themselves by these qualifications.

Study the fields of practical and professional nursing in North Carolina.

Read and discuss the various occupations open to nurses; list the specific requirements for each occupation.

Invite professional nurses to discuss the training program.

Arrange for students to work as nurse aides in hospitals, nursing homes or homes.

Secure information from the State Department of Public Instruction and different hospitals and colleges regarding the qualifications for the fields of practical or professional nursing.

Make a chart of the various occupations open to nurses or doctors; list the specific requirements of each occupation.

SUGGESTED HOME EXPERIENCES

Care for a sick member of the family and/or sick room.

Prepare food for sick or aging member of family.

Make improvised equipment for sick or aging member of family.

Make personal plans for vocation of nursing.

Act as nurse aide in hospital.

SUGGESTED ADULT CLASS TOPICS

Course in Home Care of the Sick.

The Years After Sixty.

Community Resources for the Sick and Aging.

Improvised Equipment for Sick and/or Aging.

SUGGESTED CHAPTER PROJECTS

Make improvised equipment for sick for community use.

Distribute materials on health to community.

Purchase large equipment for use by sick in community.

Equip a room in a local hospital.

Act as nurse aide in local hospital.

Assist at school and community health centers.

Assemble play kit for sick children in community.

HOUSING

Philosophy

Family living is a cooperative affair; therefore, each family member should share in the responsibilities as well as the benefits of the home. Learning experiences in housing and home management classes should develop a happy, healthy, and cooperative home member. An appreciation for beauty and a secure, wholesome attitude for good home living should also be developed.

The functions of the family and the roles of family members, frequently changing, are so varied that traditional housing standards cannot ensure good homes and strong family ties. Therefore, a flexible, growing and applicable philosophy of housing education is necessary.

Since adequate housing makes a contribution to satisfactory home living, it is the duty of the school to help students understand the problems of making a house a home from the economic, aesthetic and practical points of view. Experiences found in their present homes and the homemaking department provide the background for their sense of values.

Since needs and values differ greatly among individuals, families and communities, it is important that the teacher know:

- The homes from which the pupils come, as well as the community in general.
- The type of family—size and composition, interest, economic status, source of income, background, standards and values.
- The characteristics of adolescents. Teen-agers have need for security, approval and independence. The home should be a place where they are proud to bring their friends; therefore, they should have a keen interest in home improvements, which often develops into a cooperative project for the family. Thus home improvement becomes a means to an end—families working together.

HOMEMAKING I

Emphasis this year is placed upon improvement of the home through orderliness, attractiveness, safety, sanitation and management. The student is helped to develop values in relation to the home in which she lives and the part she may play in making her home more attractive and satisfying.

Suggested Title: Enjoying My Surroundings

Suggested Time: 3—5 Weeks

Objectives—To Develop:

- An appreciation and interest in one's own house.
- An understanding of ways to make a room more attractive and convenient.
- An understanding of the value of orderliness, cleanliness and safety in the home.
- An appreciation of attractive home surroundings.

Objective: To develop an appreciation and interest in one's own home.

Problem: How can we make our homes more liveable?

Activities:

Discuss the difference in meanings of "house" and "home".

Bring to class poems, slogans, articles, and stories about home life.

Make an attractive bulletin board illustrating democratic home life.

Show films about home and family living.

Discuss "What my home does for me and what contributions I make to it."

List activities of teen-agers in the home, designating the room in which activity takes place.

Discuss the value of each family member having pride and appreciation for his home. Make an analysis of the responsibilities of each family member in making a livable home.

Objective: To develop an understanding of ways to make a room more attractive and convenient.

Problem: What are some of the characteristics of an attractive room?

Activities:

Let class decide upon room to be discussed and list activities carried on in it.

Collect pictures of rooms that are considered orderly and attractive and tell why.

Use bulletin board for effective color harmonies for room that has been chosen. Discuss samples of color harmony. Have each girl develop a color harmony that she would like in a room in her home, giving reasons for her choice.

Show some films on effective use of color.

Demonstrate ways of making attractive and inexpensive accessories for the room. Make some accessory for home use.

Assume one has a certain amount of money to spend on a room at home—make a list of items one would buy, where they would be used, and why they were chosen.

Find examples of decorative objects that are used to repeat color, proportion, line, texture.

From references find guides for selecting and hanging pictures.

Use bulletin board, flannel board, or wall space in department to demonstrate correct hanging of pictures, draperies, curtains and the like.

Problem: What can I do to make this room (chosen by class) more convenient?

Activities:

Study reference material on arrangements and make a list of rules for arranging furniture.

Re-arrange the room into areas for convenience in carrying on various activities.

Prepare exhibits on storage space, such as shoe racks, garment bags, multi-skirt and skirt hangers, adjustable shelves, hat boxes and closets.

Study ways of improving storage in the home. Study bulletins on closets and dressing tables made from inexpensive materials, and make one storage improvement.

Show film on space savers.

Objective: To develop an understanding of the importance of orderliness, cleanliness and safety in the home.

Problem: How do habits of orderliness and cleanliness in house-keeping add to the enjoyment of family living?

Activities:

Discuss the value of family members having pride and appreciation for their home.

Make a list of problems which may arise in sharing a room.

Discuss ways of preventing and solving these problems through cooperative planning for the care of the room.

Have a buzz session on "Sloppy Jane" and "Attractive Mary".

Make and carry through a plan for caring for personal possessions; those shared with other family members. Discuss how organization and teamwork make it easier to have orderliness and cleanliness.

Problem: What can we do to improve the cleanliness of the home?

Activities:

Make an inventory of used and not used clothes; discard those articles not used. Plan for storage of out-of-season garments. Discuss various methods that may be used, based upon family's available storage space.

List on board the daily, weekly and seasonal housekeeping duties in the department.

Make some plan for sharing housekeeping duties in caring for the department.

Make a list of daily, weekly and occasional activities in the care of the home. Consider advantages of keeping the housecleaning done day by day.

Demonstrate the use of cleaning equipment for specific jobs, such as dusting, cleaning floors and washing windows and mirrors. Arrange schedule for and complete housecleaning job with a member of family. Describe methods used in getting cooperation.

Cooperate with science or health teacher on projects dealing with extermination of household pests. Review bulletins on causes and prevention of pest problems. Show movie on pest control. As a pupil activity devise a way for ridding the home of a household pest.

Problem: Since more accidents occur in the home than anywhere else, what safety habits can be developed that will help prevent accidents?

Activities:

Make a collection of home accidents reported in newspaper over a given period.

Make a list of home accidents at a "buzz session."

Prepare bulletin board on accidents which occur frequently in the home. Discuss ways of preventing such accidents.

Have policeman, member of fire department, or civil defense representative talk on safety hazards.

Use a check list in judging the safety of the home economics department and one's own home. Carry through a plan to remove hazard.

Plan and carry through a home experience on safety.

Observe Safety Week and report on one or more activities in connection with it.

Objective: To develop an appreciation of attractive home surroundings.

Problem: How can I improve my home surroundings?

Activities:

Discuss how attractive porches and yards may add to the enjoyment of good family living and influence the community.

Observe homes in the community and discuss what family members can do to make the outside surroundings attractive and neat.

Discuss ways of disposing of garbage. Discuss how garbage disposal in the city differs from that of the rural areas.

List and discuss some yard improvement suggestions, such as repairing and painting fences, screening out-buildings, planting native shrubs, making attractive drive-ways and walks and cleaning the yard and the porch.

Invite an agriculture teacher, landscape gardener, or other trained person to discuss ways of improving home surroundings and creating attractive outdoor recreational and service areas.

Study school and home yard. Make plans for improving the yards and carry out those plans as class or home project. Make a list of improvements needed in own home surroundings.

Review State law on highway cleanliness.

HOMEMAKING II

An increased interest in and appreciation for one's own home is gained through further study of the family's housing needs and learning to manage resources more efficiently. Increased emphasis is given to economic factors; to planning for convenience, attractiveness and liveability; and to making the best use of present space. Consideration is given to the improvements for the exterior as well as the interior of the home.

Suggested Titles: Home for Better Living
Better Homes for Better Living

Suggested Time: 4—6 Weeks

Objectives—To Develop:

- An understanding of family housing needs.
- The ability to manage resources wisely in order to satisfy housing needs of the family.
- The ability to recognize good principles of house planning and to interpret house plans in terms of family needs and income.
- An understanding of ways to make the house more attractive and livable.
- The ability to make the best use of available space in the present home situation.

Objective: To develop an understanding of housing needs.

Problem: What are the basic needs of the family which housing should satisfy?

Activities:

Have buzz session on the three values that would rank first in the enjoyment of the home.

Discuss TV and radio programs and books which exemplify personality and likes of the family.

Have buzz sessions on the following:

- space needed for the younger child in the family
- space needed by the elderly members of the family
- space needed by teen-age member of the family
- space needed for family members having special problems
- space needed for family group activities

Objective: To develop the ability to manage resources in order to satisfy housing needs of the family.

Problem: What factors must the family consider in deciding the amount of money that can be spent on meeting the housing needs?

Activities:

List the conditions that will cause the budgets of different families to vary.

Find out what per cent of the family income is spent on the

various items of housing expenses: rent; ownership-insurance; taxes; utilities; upkeep.

Analyze a case study on percentage for housing at different income levels.

Problem: How can we use money intelligently to meet the housing needs of the family?

Activities:

Discuss the factors involved in deciding whether to rent, build, or buy a home.

Read classified ads in newspaper and note descriptions of apartments and houses for rent.

Discuss how a trailer or an apartment satisfies certain family needs.

Objective: To develop the ability to recognize good principles of house planning and to interpret house plans in terms of family needs and income.

Problem: What are good principles of housing?

Activities:

Report on good principles of house planning.

Evaluate floor plans from magazines, newspapers and housing books.

Select a floor plan and analyze it as to its suitability for a particular family. Consider the size of the family, ages of the members and their activities, and the size and cost of the lot.

Give reason for selection.

Ask a dealer in building supplies or an architect to talk on floor plans as related to family needs.

Have students report on desirable features of their own homes.

Analyze present homes to see if some improvement could be made that would make them more liveable.

Read and report on magazine articles that give illustrations of remodeling old homes.

Visit a new home to see its actual construction—materials used.

Discuss floor plans in terms of the changing life cycle of the family.

Objective: To develop an understanding of ways to make the house more attractive and liveable.

Problem: What can I do to make my home more attractive and liveable?

Activities:

Discuss ways to reduce furniture costs by renovating old furniture and making accessories.

Visit a furniture store or consult catalogues to learn furniture costs and to compare values.

Construct draperies or slip covers; refinish or upholster a piece of furniture.

Review basic art principles. Show pictures, films and fabrics which illustrate good and poor use of these principles. Applying these art principles, develop an interest center in the department.

Collect pictures of window hangings and discuss their suitability for various uses.

Collect and use containers to make flower arrangements.

Mount pictures of living room arrangements which illustrate the grouping of furniture according to centers for conversation, for reading, for writing, for listening to music and for dining.

Exhibit inexpensive accessories for the living room, such as vases, potted plants, magazine racks, book ends and lamps. Group these together in pleasing and artistic arrangements.

Try different furniture arrangements at home for satisfactory groupings according to art principles and family interests.

Report on activity to class.

Problem: How can I help make my home a more pleasant place to live by practicing good housekeeping?

Activities:

Determine the care necessary for keeping the home clean and attractive. Make a list of activities which must be performed daily, those that need to be repeated once or twice a week or more often, and those that are performed occasionally. Refer to references to find how to do each job well. Set up a schedule by which these methods may be followed when cleaning the department. Analyze steps in a household task and see how it can be done more efficiently.

Make a work-schedule for one or more of the responsibilities

which is assumed at home. Report on the success of this activity.

Discuss the statement "Clean as you go."

Plan and present a skit showing the responsibilities of the high school girl for cleaning before and after entertaining guests.

Review the rules for safety in the home.

Make and use a check list in judging the safety of a room in the home, in the attic, or in the basement.

Problem: With a given amount, what are some possibilities of beautifying the homegrounds?

Activities:

Observe attractive home surroundings in the community. Describe these to the class. Discuss the features which make them attractive.

Discuss ways in which small repairs on interior and exteriors help make the home more attractive.

Bring pictures to class showing how housing has been planned to emphasize the natural beauty of the setting.

Discuss ways that one can aid the natural beauty and enjoyability of one's own home site.

Work with agricultural students in a community beautification project.

Make a field trip to a home in the community to observe correct planting and year-round yard beautification.

Objective: To develop the ability to make the best use of available space in the present home situation.

Problem: What are some ways of using the space in the home to the best advantage?

Activities:

Read and report on reference materials dealing with storage (a) in the house (b) for house furnishing and wearing apparel. Make plans for adding storage space. Collect pictures showing storage and give reasons for adequacy.

Analyze own home to find space that could be converted into storage space.

Draw a closet as it is at home, redesign it to improve its convenience. (This experience may be used as a home project.)

Discuss the saying "A place for everything and everything in its place."

As a home experience, check the home from basement to bedroom and list changes that will make it more comfortable, safer and more convenient; then carry out plans for some improvement.

Clean and rearrange kitchen cabinets; plan for the purchase of some equipment which would add efficiency.

Make plans for storage of child's play equipment; suggest ways of adapting storage and other facilities for use by small children.

HOMEMAKING III

Consideration is given to the place of the home in the community, and the responsibility of the family for helping to make the community a pleasant place in which to live by maintaining pleasing surroundings. The learning experiences in this unit should help the pupil to gain a better understanding of the factors involved in meeting the family's housing needs. Some of these are: legal aspects of home ownership, cost, house planning, and problems in selecting appliances and furnishings.

Suggested Titles: The Livable Home

Homes for Happy Comfortable Living

Housing for Young Moderns

Easier Living Through Better Housing

Suggested Time: 3—5 Weeks

Objectives—To Develop:

- The realization that a good home is a community responsibility as well as an individual one.
- An understanding of the important factors involved in selecting a home site.
- A practical knowledge of the legal aspects of renting, buying, building and furnishing a home.
- The ability to select, arrange and care for home appliances and furnishings.
- Some knowledge of ways to meet housing needs of the family.

Objective: To develop the realization that a good home is a community responsibility as well as an individual one.

Problem: How are neighborhoods or communities affected by their surroundings?

Activities:

Discuss how the appearance and condition of a house affects property value; desirability of the neighborhood; etc.

Invite a representative of the health department to talk about community responsibility for health and sanitation in relation to housing.

Find out what part the government and other agencies have played in helping the people of the community meet their housing needs.

Invite a member of the town council, or local government, to talk on other responsibilities of the community, such as: zoning, roadside beautification, parks and community recreation, fire and police protection, and building codes.

Problem: How can my family work with other families in the community to have more attractive homes and surroundings?

Activities:

Discuss each family's responsibility for making the community more attractive and safer.

Visit a local nursery to learn what native shrubs and trees may be used to make the home more attractive.

Bring pictures showing good housing conditions.

Take a field trip to observe houses in the community.

Write a paper on: "How an Attractive Home Affects the Family Members."

Develop a score card that could be used in judging a community.

List the things in the home which could be improved.

Discuss with family and plan a way to improve own home.

Suggest ways a neighborhood group could cooperatively solve a community betterment problem.

Objective: To develop an understanding of the important factors involved in selecting a home site.

Problem: What are the factors to be considered when selecting a home site?

Activities:

Through discussion and reading, determine what factors should be considered in selecting a home site.

Select a vacant lot in the community and judge it as a possible home site for one's family from the standpoint of neighborhood surroundings, services and location.

Judge the same lot from the standpoint of probable drainage, exposure for various rooms, and improvements which could be made. Mount pictures of different styles of home architecture and describe the kind of site, size and shape of the lot you would choose for each house. From the homes in your community, select an example of a house and lot that complement each other. Analyze the architecture of the house. Find out the assessed value of several building sites and determine the annual city and county taxes.

Discuss assets and liabilities of various lots—railroads, trees, drainage, quality of soil, sewage, water supply, etc.

Discuss assets and liabilities of a lot in relation to the community—neighbors, type of community, facilities the community offers for school, church, recreation, etc.

Summarize the principles governing the selection of a home site.

Objective: To develop some knowledge of the legal aspects of renting, buying, building and furnishing a home.

Problem: What are the advantages and disadvantages of renting versus ownership of a home?

Activities:

Hold a discussion on home ownership versus renting.

Discuss family situations that determine whether renting or buying is better.

Using a case study, analyze the pros and cons of ownership.

Compare advantages and disadvantages of renting apartments and homes. Compare price ranges and conveniences of each.

Discuss cost of renting furnished versus unfurnished living quarters.

Find out what the monthly rent is for a \$9,000.00 house in the community. Estimate the rent paid over a 20-year period. compare the cost of renting with the cost of building and upkeep.

Problem: What should I know about the legal aspects of home ownership?

Activities:

Read about and discuss ways of financing a home.

Let students investigate ways of financing a home in their community and report to class.

Invite a qualified person to talk to the class about laws affecting ownership, loans, mortgages, etc.

Invite a qualified person in to talk to class on methods of financing a home.

List advantages and disadvantages of different type loans.

Obtain copies of legal papers and discuss them with students.

Make a check list of things to do before signing any papers involving renting, buying or building a home.

List some reasons why insurance is important.

Invite an insurance representative or qualified person to talk on property protection.

Visit furniture stores to learn about financing furnishings and equipment. Determine cost of financing the purchase of furnishings for a bedroom, living room, or a kitchen; report on the interest rates.

Discuss advantages and disadvantages of buying on installment plan, "lay-away", cash, etc.

Discuss how much of the family budget may be spent for the home and furnishings.

List the conditions that will cause the housing budgets of various families to differ.

Compile a list of ways in which a family can improve the home. Estimate costs. Estimate savings to the family.

Objective: To develop the ability to select, arrange and care for home appliances and furnishings.

Problem: What factors should be considered when selecting home appliances?

Activities:

Visit appliance and furniture stores or read advertisements to learn about home appliances.

List factors which should be considered in selecting appliances.

Make a bulletin board showing points to consider when selecting small appliances.

Make a list of distinguishing factors between basic and luxury equipment.

Discuss which appliances will make a home more convenient and livable.

Estimate cost of a large appliance on cash basis versus twelve months installment; eighteen months installment.

Estimate cost of equipment on the following basis:

- life span
- yearly cost of operation
- efficiency of operation

Compare deluxe models with regular models of ranges and refrigerators to determine whether the difference in cost is justified in terms of needs.

List in order of need appliances for own home, with plans for now and the future.

List equipment in own home which is seldom or never used.

Compare work centers in kitchens for efficient arrangement, using floor plans or pictures from magazines.

Study the storage of equipment and supplies in the department.

From prices secured at local stores or from those given in advertisements, propose a budget for equipping an up-to-date kitchen or laundry.

Problem: What care is needed to extend the life of appliances?

Activities:

Let a student make a simple repair on appliance.

Invite a home economist from the utility company to discuss and demonstrate care and use of new equipment.

Read and study instruction books that come with different pieces of equipment and interpret them accurately. Demonstrate use and care of laboratory equipment. Have class develop plan for care of equipment, giving each girl the opportunity to follow correct procedure.

Show films on use and care of equipment.

Have each student develop a plan for systematic care of a home appliance. Carry through plan and report to class.

Discuss and demonstrate the methods used in saving time and energy in use, care and arrangement of equipment.

Study magazines, published by consumer groups, which rate articles on their durability and economy.

Problem: What care is needed to extend the life of furnishings?

Activities:

Demonstrate care of furniture coverings and floor coverings.

Demonstrate methods of removing stains from wooden surfaces.

Hold demonstrations on care of surfaces, such as woodwork, walls, linoleum, painted surfaces.

Bring to class as many types of household labels and instruction books as possible. Study these to determine the information they give to buyer. Stress operation and care of appliances.

Study the seals of approval and guarantees placed on household furnishings.

List some furnishings which can be remodeled inexpensively.

Study the possibilities of refinishing some furnishing, and its value to the housing budget.

Renovate or finish a piece of furniture.

Give a demonstration on lamp making.

Reupholster a piece of furniture, or make a slip cover. Construct draperies, if needed.

Study types of paint used in interior. Estimate cost of painting a room in house. Paint room, if needed. Give demonstration on care of brushes.

Objective: To develop some knowledge of ways to meet housing needs of the family.

Problem: What features should be considered in choosing a floor plan which makes for good family living?

Activities:

Discuss desirable features of house plans in relationship to those who are to use it.

Have students analyze several floor plans from magazines and point out good and poor features.

Analyze plan for adequacy of plumbing, lighting, wiring and heating.

Have competent person discuss local codes on plumbing and lighting.

Discuss ways in which a floor plan contributes to systematic housekeeping.

Problem: How may a family cut housing costs?

Activities:

Give some ways which could be used to cut costs in building or remodeling a home. Give reasons for choice.

SUGGESTED HOME EXPERIENCES

- Improve a room in the house.
- Make household furnishings.
- Refinish furniture for room or porch.
- Keep our room neat and attractive.
- Arrange a hobby or reading corner for family.
- Landscape the yard.
- Practice safety in the home.

SUGGESTED ADULT CLASS TOPICS

- Making Slip Covers or Upholstering Chair.
- Refinishing Furniture.
- Flower Arrangements.
- Home Improvement for Efficiency.
- Color in the Home.
- Simple Home Repairs.
- Landscaping the Grounds.
- Property Ownership.

SUGGESTED CHAPTER PROJECTS

- Beautify some roadside or community center.
- Plant flowers and shrubbery on school grounds.
- Plant trees in the community.
- Participate in clean-up week.

HOMEMAKING FOR BOYS

A course for boys only may be either for one semester or for a year. It is planned around the experiences which boys share with their families and their peers. Experiences in food selection and preparation of simple dishes, selection and care of clothing, spending the family income, cost and maintenance of a home, understanding child development, and getting along with family and peers form the basis for the program.

Management of time, energy and money are stressed throughout the course. Safety in and around the home encourages the student to practice prevention of safety hazards.

A happy home is a creative achievement. It does not just happen. All family members require some preparation for democratic sharing in family living.

Objectives—To Develop:

- An understanding and appreciation of one's self as an individual.
- Some understanding of the characteristics of a good family member.
- Some ability to get along with family members and friends of both sexes.
- A recognition that homemaking is a joint responsibility of all family members and an understanding of the part each plays in homemaking.
- Some skills in selection and care of personal clothing.
- Some knowledge of the cost of living and budgeting.
- Some interest in applying principles of sound nutrition, and some skill in preparing simple dishes.
- Some appreciation for and skill in maintaining attractive surroundings.
- Some understanding of how children grow and develop.

RELATIONSHIPS

Suggested Title: Wholesome Family Living for the Teen-age Boy

Suggested Time: 4—6 Weeks

Objective: To develop an understanding and appreciation of one's self as an individual.

Problem: What can I do to improve my personal traits while I'm growing up?

Activities:

Read and discuss characteristics of boys who are well-liked; those who are hard to get along with.

Develop a list of questions to ask oneself which would indicate characteristics important to getting along with other people.

Discuss the basic personality needs, i. e., love, achievement, belonging, security, recognition.

Observe a well-liked person for a period of time to determine what traits make him well-liked. Have students give their ideas concerning desirable personality traits.

Have each boy make a study of himself. List the traits in himself that he likes and dislikes. With the help of others, decide on two traits that he would like to improve. Make and carry out plans for improvement of these traits.

Let each boy make a list of things in his environment that are similar yet different from those of everyone else. Discuss how environment may make each home and each individual different.

Study and discuss the physical and emotional changes that take place during the adolescent or teen-age growth period. Show films related to these discussions.

From movies seen or from books read, describe two characters who, though physically mature, were not truly grown-up and give reasons for opinion. Discuss the effect they had on their families. Choose roles for and dramatize an impromptu skit, portraying the way the various persons of different levels of emotional maturity might act.

Prepare a bulletin board to demonstrate "signposts to maturity." List some advantages of being a mature person.

Objective: To develop some understanding of the characteristics of a good family member.

Problem: What are the characteristics of a good family member?

Activities:

Tell of enjoyable experiences with own family.

Write a paper on "What Being a Member of My Family Means to Me."

Read selections that describe good family life.

Review the basic needs of each individual and discuss the part each member of the family plays in meeting them.

Assign groups to write skits, to be dramatized in class, showing a family that respects rights, privileges and personal property of all its members; one which practices courtesy and kindness to its members.

Play the recording "Quarreling Children." Discuss how family quarreling can be kept at a minimum.

Have class discuss:

- some things father does for the family
- some things mother does for the family
- some things I do for the family
- some things other family members do for the family

Objective: To develop some ability to get along with family members and friends of both sexes.

Problem: How do my attitudes affect my success as a family member?

Activities:

Make a list of character and personality traits which are helpful in bringing happiness in the home. Discuss how these traits may be developed. Set up a score card of self-rating as a family member.

Discuss some common causes of conflicts between parents and children.

Invite parents for round-table discussion on teen-age problems, such as "What Parents and Young People Expect of Each Other" and "How to Live Together in Harmony."

Present a series of socio-dramas on family situations which illustrate both satisfying and unpleasant family situations.

Problem: How do my attitudes affect my success with friends?

Activities:

Discuss characteristics of people whose association we enjoy.

Prepare a bulletin board wheel showing these characteristics.

Discuss personality traits that hinder us in making friends, such as: holding grudges, gossiping, showing jealousy, making fun, bragging, arguing, making sarcastic remarks, contradicting others.

Tell how first impressions and personal appearances affect chances of friendship. Plan to make some improvement in own personal appearance.

Analyze the term "good manners."

Practice good manners and rules of good conduct at home with family and with friends.

Collect and exhibit books on etiquette. Observe Courtesy Week. Participate in a simple social function.

Become familiar with the purposes and activities of school organizations and describe some of the purposes of one of them.

Discuss or carry out in groups certain rules of behavior on dates, at a dance, theater, school, church, and other places.

Learn the guides for:

- | | |
|---------------------|------------------|
| —general appearance | —telephone |
| —conversation | —school assembly |
| —theater | —home |
| —letters | —restaurant |
| —dance | —traveling |
| —school | —dating |

Plan a chapel program on good social conduct.

Have a question box in classroom for discussing personal problems. Discuss periodically.

Prepare bulletin displays of dating activities—dancing, attending theater, cooking, having picnics, Dutch dating, etc.

Have discussion on Dutch dating.

Have discussion on group dating. List ways of having fun in groups.

Discuss "steady dating." Discuss the advantages and disadvantages of steady dating. Discuss the film "Are You Popular?"

Show pictures of a group of teen-agers participating in some worthwhile activities. Discuss how such activities help one develop.

Discuss the responsibilities of a host or hostess, or guest, at a party. Study part of hostess and guest in planning for a party.

Objective: To develop a recognition that homemaking is a joint responsibility of all family members and an understanding of the part each plays in homemaking.

Problem: What responsibilities are usually assumed by different members of the family?

Activities:

Arrange a talk on "A Man's Part in Homemaking" by an influential community leader who is also a husband and father.

Discuss the part each member plays in making a home happy and how it affects the lives of the members.

Determine the ways in which a family gives an individual a feeling of security.

Formulate a definition of "cooperation." Discuss and list ways to cooperate at home, school, and other public places.

Dramatize typical family scenes, showing family cooperation or lack of it. List and discuss reasons for getting along with the family.

Consider ways to be of service to the other members of the family.

Prepare and present skits on situations showing family responsibilities.

Discuss "The house is a workshop and every member a contributor." List some household responsibilities which a high school boy might assume. Make a work schedule for a specific job. Make a time study to determine whether or not time can be shortened. Report on activity to class. Teacher give one or more demonstrations on easier, more efficient ways of doing home tasks.

Hold a family council to decide how to secure family cooperation in carrying out some household chores.

Show how contributions of different members of the family differ according to age, time, ability and earning power.

Have students list ways that family responsibilities prepare children to accept situations in later life.

Plan and carry through some responsibility in or around the home.

Discuss the newer trends and attitudes concerning a father's and brother's place in the home. Discuss some basic family problems caused by all adults working; by limited finances.

Problem: How can I understand the need for making satisfactory adjustments after marriage?

Activities:

Have a minister talk on the meaning of the marriage vows and the importance of spiritual values in building a happy family life.

Plan and present a panel discussion or a symposium on the adjustments which couples must make in the early part of their marriage. Ask young married persons to participate on the panel.

See films depicting satisfactory adjustments resulting in happy marriages.

From the films seen, list the adjustments which are common to most young couples. List those which have special significance. Analyze the conditions which make these adjustments necessary.

Interview several people who have been married a year or less to find out the most important problems they have had to solve.

Cite instances in which some movies, fiction, or popular songs can give young people wrong impressions about love and marriage. Evaluate several popular songs which give good impressions and several which give wrong impressions.

Discuss the causes of failures in marriage. Using situations or case studies, discuss how typical mistakes could have been avoided.

Secure information from the county judge' office on the leading causes of divorce.

Analyze the effect of divorce upon each family member. Have lawyer report on divorce laws in North Carolina.

Hold buzz sessions on secret marriages. Report small group opinions to the class.

Discuss the statement, "Marriage is a twenty-four-hour-a-day job."

Prepare a tack board on family life, using cartoons and pictures showing the humorous side of family situations.

Problem: How can I better understand the problems of elderly people?

Activities:

Have a panel on ways families have adjusted to elderly family members.

Invite some elderly people to talk on how they find satisfaction and pleasure at their age.

Discuss values in aging.

Discuss ways of planning for old age.

CLOTHING

Suggested Time: 4—6 Weeks

Objective: To develop some skills in selection and care of personal clothing.

Problem: What can I do to improve my personal appearance?

Activities:

Show film on "Good Grooming."

Have a panel discussion on "What is good grooming for boys."

Show pictures of poor grooming and of good grooming.

Make and use a check sheet of daily grooming activities over a period of time.

Have a display of grooming supplies and equipment.

Discuss ways in which health habits affect one's personal appearance.

Review desirable health habits.

Problem: What information do I need in order to select suitable clothes?

Activities:

Make inventory of clothes on hand.

Determine all occasions for which different types of clothes will be needed. Make list of those needed.

Have display of clothes for school, dress, church, sports, dances, formals, etc.

Read about and discuss the per cent of income that should be used for clothing. Determine amount of money available for clothes.

Have display of accessories.

Study information on selection of shoes. Demonstrate care of men's shoes.

Study fabric used for men's clothing.

Study color combinations and practice combining colors.

Visit men's clothing store to learn how to buy men's clothing.

Observe customers in a store. Present skit on good and undesirable shopping behavior.

Collect and study a variety of labels to learn what information is given.

Problem: What information do I need to know in order to take care of my clothes?

Activities:

Observe demonstrations on use of cleaning equipment and examine displays of equipment.

Give demonstrations on the daily care of clothing.

Demonstrate how to shine shoes, press pants and sew on buttons.

Practice taking care of clothes, such as: hanging up clothes, polishing shoes, pressing pants, sewing on buttons, etc.

Have business man talk on "Importance of Good Personal Appearance in the Business World."

Demonstrate use, care, and simple repair of sewing machine.

When class is interested in sewing, construct a simple garment. Compare with ready-to-wear in relation to cost, appearance, workmanship and time required for job.

Discuss the work of clothing designers. Discuss possibilities of job employment for people skilled in clothing construction or retailing.

FAMILY ECONOMICS

Suggested Time: 4—5 Weeks

Objective: To develop some knowledge of the cost of living and budgeting.

Problem: How can I plan wisely for spending my income?

Activities:

Discuss use of family income. List all the ways it is spent.

List needs, differentiate between needs and wants.

Keep a record of personal expenditures over a period of time.

Analyze how wisely the money was used.

Develop a personal budget and live by it for a definite period of time. Contrast the use of money through planning with that of haphazard spending.

Discuss values of spending plans.

Study types of worthwhile recreation and amount of money needed for each.

Study the cost of owning and operating a car. Report on State laws governing the purchase and maintenance of a car.

Problem: How may a family plan for the wise spending of the family income?

Activities:

List all necessary expenses, such as: food, clothing, rent, and laundry.

Invite a lawyer to talk on the value of a solid financial program for the family.

Have a banker, or some other qualified person, discuss the use of bank accounts, the value of a savings plan, and types of savings accounts.

Have insurance man discuss the value of an insurance program for the family, such as: life insurance, hospitalization, and car insurance.

Read and report on social security; State and federal income taxes.

Discuss advisability of long-time versus short-time credit.

Decide when it is desirable to use a charge account.

Discuss difficulties most people have in saving money.

Study what investments the average family might make.

Invite a well-qualified person to talk to class on importance of making a will.

Make a budget for a family, illustrating the wise use of money.

Make a list of ways a family can find satisfactions without the use of money or at small expense.

Make a plan and carry it through, adding to the family income and enjoyment, at little or no expenditure of cash, i. e., painting a room; making some furnishings; taking care of exterior.

List contributions a high school boy can make to family resources.

Compute boy's contribution of work at home in terms of money.

Have a debate: Resolved: "That the husband should control the family purse."

Formulate a budget for a young couple with income of \$200.00 a month. Check-up on average cost of housing, food, utilities and clothing in the area and make a budget as realistic as possible.

Discuss how low income affects family living; family relationships.

Have a panel discussion on how various family members may practice thrift in the family.

Debate: "A regular allowance helps to teach a boy or girl how to spend more wisely."

Discuss standards of living and what factors may change standards of living.

Make a list of newspapers and magazines which a small income family might afford in order to meet the reading needs of each member. Estimate cost for a year.

Plan a family council on handling family finances.

With the help of family, estimate the cost per year of one's high school education.

Debate the advantages and disadvantages of both parents working outside the home.

FOODS

Suggested Time: 4—6 Weeks

Objective: To develop some interest in applying principles of sound nutrition, and some skill in preparing simple dishes.

Problem: How is one's health and appearance affected by his food habits?

Activities:

Keep a record of the food eaten for a day, or for a week, to see what food is consumed.

List evidences of good health, and discuss how looks and vitality are affected by the food we eat.

Observe food habits at lunch time. Plan ways of teaching food habits by using posters for lunchrooms, or by giving skits in chapel.

Show film "Something You Didn't Eat."

Review "Basic Four." Read and report on nutrition articles.

Problem: What do I need to know in order to prepare and serve some simple dishes?

Activities:

Get acquainted with kitchen equipment and storage spaces in homemaking department and home.

Set up standards of cleanliness in food preparation. Study food measurements. Discuss the importance of following recipes

correctly as to measurements, mixing and temperatures. Discuss and demonstrate correct way of cleaning, stacking and washing dishes. Plan and evaluate a simple, nutritious meal, such as breakfast or lunch. Demonstrate correct table setting and good manners.

Plan, prepare and serve one or more simple meals or individual dishes, using canned, prepared and frozen foods. Plan and prepare out-door meals, such as charcoal hamburgers, steaks, wieners, or barbecued chicken. Estimate cost of each meal or dish.

Study food prices in newspapers. Visit a food store and report on the variety of foods available. Compare prices in different type stores—cash and carry, independent, chain, etc.

Discuss importance of planning meals by the week and the necessity of making grocery lists.

Prepare a dish or meal at home and report to class on success of activity.

HOUSING

Suggested Time: 4—6 Weeks

Objective: To develop some appreciation for and skill in maintaining attractive surroundings.

Problem: In what ways do the house and its furnishings meet the needs of the various members of the family?

Activities:

Discuss the characteristics of a livable home.

List ways in which the home provides for one's personal needs.

Consider how one's needs might be better met without encroaching on other family members.

Discuss habits of hanging up clothes correctly and other habits that will contribute to orderliness, less work, and more happiness in the home.

Visit homes and study magazines to see how families have provided and used space for recreation.

Have panel discussion on how housing contributes to satisfactory living.

Discuss the high rate of accidents in the home, and tell how some accidents might be prevented.

Show a film on "Home Hazards."

Have each student select a house plan and analyze it from the standpoint of a particular family's needs—considering size, ages, activities, size of lot, etc.

Visit a house being remodeled or read articles in magazines.

Report to class on the success of the undertaking.

Read and report on types of architecture being used today.

Discuss in relation to sites.

Take a field trip to view general housing conditions. Make report on public housing programs.

Review ways of financing the construction or purchase of property.

Discuss the pros and cons of home ownership; renting.

Invite a contractor to discuss factors to be considered in building or purchasing a house.

Problem: How can I help to make my home more attractive and livable?

Activities:

Discuss ways of improving the inside of one's home, such as painting, cleaning, and simple repairing.

Study how to plant lawns and shrubbery. Have an agriculture teacher, or some other qualified person, talk to class on correct planting of grass and shrubbery.

Visit homes with attractive lawns, or show pictures from magazines.

Plant flowers, trees, grass, or shrubbery at home or around school.

Clean up yard and clear away unnecessary junk around home surroundings that detracts from its attractiveness.

Discuss how boys may make simple hangers and storage racks, and thus provide for more orderliness in the home. Provide badly needed storage space in the home.

Analyze pictures of interiors for convenience and attractiveness.

Visit a furniture store or look at magazines to determine styles and costs of furniture.

Discuss furniture from the standpoint of line, structure, design, finish and cost.

Show film strip "Your New Home and How To Take Care of It."

When possible construct some piece of furnishing for the home, or refinish a piece of furniture.

CHILD DEVELOPMENT

Suggested Time: 2—3 Weeks

Objective: To develop some understanding of how children grow and develop.

Problem: Of what value is play as a means of development for a child?

Activities:

Compile a list of various play activities in which children participate.

Read references on how children develop through a variety of play activities. Discuss what they learn through play.

Develop bulletin board on activities that help children develop.

Observe a small child to determine how his play contributed to his development. Report to class.

Discuss the effects, both good and bad, of stories, TV, radio, movies, comic books and music on small children. Compile some of the activities that are helpful.

Construct some simple storage for care of children's play equipment. Develop standards for selection of toys and play equipment for children at various age-levels.

Review films dealing with child development and care; discuss.

From readings and discussion determine some ways older members of the family influence the development of younger children.

Discuss disciplinary action for desirable and undesirable emotions and habits exhibited during play.

SUSUGGESTED HOME EXPERIENCES

Develop personal budget.

Care for own room.

Care for own clothing.

Improve eating habits.

Help a child develop one or more good habits.

Plan and give a simple party to family member or friends.

Develop a plan for improving social behavior.

Plan and carry through yard improvement.

PREPARATION FOR MARRIAGE AND HOMEMAKING

Philosophy

This course is recommended for both boys and girls on the upper level of high school, preferably the twelfth year. It is so planned that no pre-requisite course is required. For this reason the content suggested includes some instruction that has already been included in the three-year program for homemaking and would be repetition for students who had completed two or more years of homemaking.

Experiences in nutrition and preparation of simple meals, care and selection of clothing, spending the family income, family relations, child development, preparation for marriage, and establishing and furnishing a home are included in the year's program. Management of time, money, energy, and human resources are interwoven in all experiences. Health, also, is an integral part of this program. Attention should be given to safety practices within the home to give the student some knowledge regarding the prevention of the innumerable accidents which happen there .

A happy marriage is a creative achievement. It does not just happen. It is based upon careful preparation, and requires faithful and constant effort on the part of each member. Cooperative planning and consideration of each member of the family group are essential.

Some factors to consider as the course is developed are:

- In the development of the course, there should be teacher-pupil-parent planning.
- The course should be developed on the basis of pupil needs. This applies to the selection of "content" as well as to the order in which material is to be presented.
- Throughout the course, there should be pupil-teacher planning and evaluation.
- In helping pupils to gain insights and skills for meeting their needs in family living, a comprehensive picture of the scope of homemaking should be included in the course.
- Due to the nature of the learnings which are involved, there should be much discussion by the group.

- Any question which the group has on matters of sex should be answered as a part of the total adjustment to life attitudes and values as well as for general information on this topic.
- In teaching the course, the inter-dependence of the individual family and the community should be constantly kept in mind.

Suggested Titles: Preparation for Marriage and Family Living
Family Living
Family Living and Homemaking

Suggested Time: 1 or 2 Semesters

Offered in 11th or 12th grades to both boys and girls. The homemaking laboratory should be used for practical experiences in homemaking.

RELATIONSHIPS

Objectives—To Develop:

- An appreciation for the values found in family living.
- The desire to be a worthy family member.
- An understanding of the part that the family plays in helping members achieve emotional maturity.
- Some understanding of and respect for the rights and privileges of other family members.
- An appreciation of the role of religion, education, and social growth in the development of the family.
- Some understanding of one's personal values in relation to marriage and family living.
- Greater understanding of the phases of family life—dating, courtship, engagement, marriage, parenthood and aging.
- Some understanding of and ability in using family resources wisely—time, energy, money, and relationships.
- Some understanding of the importance of good nutrition.
- The ability to select and care for personal clothing.
- An interest in having an attractive, comfortable and convenient home.
- The ability to enjoy and respect children as individuals.
- Greater appreciation of the significance of the family in community and national life.

Objective: To develop an appreciation for the values of family living.

Problem: What effect do family relations have on the family members?

Activities:

Discuss how consideration, understanding, respect, and thoughtfulness are shown in family groups.

From assigned reading, compile a list of the basic needs of an individual. Discuss the part each family member plays in meeting them.

List and discuss the things which children have a right to expect from their parents and which parents have a right to expect from their children. Invite parents to discuss this topic with teen-agers.

Write the word "home" and list under it all the words that immediately come to mind.

Have a discussion on "Why Families Are Different:"

- Where they live
- Where they come from
- The work they do
- Religious beliefs the family holds
- The amount of money the family has

Through discussion of case studies, stories and movies, outline some of the difficulties family members face as they live together intimately.

Discuss types of family goals which can be achieved better cooperatively by all members of the family.

Invite a person from another country to talk about family life and customs in his home-land.

Read and analyze poems on home and family life.

Objective: To develop the desire to be a worthy family member.

Problem: How does one develop a desire to be a worthy family member?

Activities:

Use role-playing to illustrate home responsibilities and rights—either agreeable or disagreeable.

Provide reference magazines concerning successful family life, such as:

- Having a feeling of security
- Making a cheerful home
- Doing things together

- Bringing friends home
- Making decisions together

Review factors which contribute toward making a high school student a successful family member. Show how these same traits help prepare the high school student for a successful marriage.

Discuss the characteristics of democratic living.

Compile a list of statements of values in family living which make for good family relations. Consider how these statements of values may be used as a basis for developing one's personal standards in relation to marriage and family living.

Invite parents to join the group in a panel discussion on problems which involve all members of the family.

Ask some students to discuss some family problems and how they might be successfully solved.

Discuss the ways people solve their problems in home, school, church and youth organizations.

List the responsibilities that young people can assume to help them grow into worthy family members.

Objective: To develop an understanding of the part that the family plays in helping members achieve emotional maturity.

Problem: How has my family training helped me to be a well-rounded person?

Activities:

Discuss the ways in which home relations influence the daily activities of one's brothers and sisters.

Cite instances in which happiness at home is closely associated with success in other phases of life.

Have a symposium consisting of four or five students give five-minute talks on "What Are the Most Important Contributions My Family Has Made to Me as a Person."

Read and discuss the basic needs of individuals.

Report on assignments on emotional maturity.

Discuss traits of an emotionally mature person.

List ways by which one might display emotional maturity in his daily life.

Suggest ways that high school students might help their younger family members grow into maturity.

Objective: To develop understanding of and respect for the rights and privileges of each family member.

Problem: What are some of the problems created by the presence of aging members in a family?

Activities:

Show film, such as "Is Your Home Fun?", and list ways in which parents and children can work together in making the home a happy place.

Make a list of some problems, and work in small groups to suggest possible solutions.

Give socio-drama on problems and their possible solutions.

Survey class membership to determine the number of aging members in each family.

List contributions the aging family members make to the family.

Determine the economic contributions made by the aging family members.

Have an older member of the community discuss entertainment during his teen-age years.

Plan for a question box on causes of conflict between boys, girls, and elders.

Make a list of things teen-agers could do to make older people happier.

Have a parent discuss ways by which conflicts between different age-levels might be avoided.

Discuss television and radio programs that show examples of good relationships between boys and girls and their elders.

Have some suitable professional person discuss the physical and mental changes in persons sixty years old and above.

List church, private, and public institutions that care for elderly people and discuss advantages and disadvantages of living in one of these institutions.

Objective: To develop an appreciation of the role of religion, education, and social growth in the development of the family.

Problem: How may religion, education, and social growth influence family relationships?

Activities:

Have qualified person discuss the role of spiritual life in the home.

Read and discuss Bible quotations on family life.

Compile a list of ways in which the home meets the spiritual needs.

List the ways in which the churches in the community help meet the needs.

Debate: "Religion Plays a Vital Part in Family Life."

Discuss some problems involved in secret marriages; interracial marriages; and those of different religious backgrounds.

Make a list of educational resources in the community and discuss how one's family can make use of them.

Hold panel discussion on the following topics:

- "What is an educated person?"
- "Why boys as well as girls need education for homemaking."

Discuss topic: "How does education affect social growth?"

List characteristics of a socially mature person.

Discuss how family background affects customs and social growth of family.

List the advantages and disadvantages of taking part in extra-curricular activities.

Tell why education for home and family living is important.

Objective: To develop some understanding of one's personal values in relation to marriage and family living.

Problem: What are some desirable characteristics that one should develop in order to be a good marriage partner?

Activities:

Interview married couples to learn desirable characteristics to consider.

Compile list in class and develop check-sheet of desirable characteristics.

Use this check-sheet to rate self.

Discuss ways in which the individual may work toward self-improvement.

Conduct a panel on the influence of family backgrounds upon the success of marriage.

Discuss what is meant by emotional maturity.

List and discuss characteristics of a person who is mature enough to marry.

Select committees to give reports on each of the following as preparation for marriage: dating; participation in social activities; marriage counseling; books on marriage; conferences with the family physician and minister.

Read selected references on inherited characteristics. Discuss how these might affect happiness in family life.

Read selected references on the effect of environment on the development of the individual.

Invite a welfare worker to relate experiences where children have grown into well-adjusted adults when removed from undesirable environment.

Invite a marriage counselor, or some other qualified person, to speak on the influence of heredity and environment on a happy marriage.

Have a class symposium on heredity and environment.

Show a film on choosing a mate. Follow by discussion of its lesson, or by showing other current films.

Review characteristics of a healthy person.

Discuss the topic: "Health as a Contributing Factor of Happiness in Marriage."

Have a panel talk on the topic: "Every Child Deserves a Good Start in Life."

Problem: What makes for success in marriage?

Activities:

Write two skits, one showing cooperative planning and the other non-cooperative planning. Present to class.

List some activities that are reasonable to expect of a marriage partner.

Plan skits on budgeting, sharing jobs in the home, spending money wisely, standard of living, use of leisure-time, and parenthood responsibilities.

Make a list of suggestions for marriage adjustments, including compromise, expressing appreciation, using family council, planning and budgeting.

Talk with successfully and happily married couples on such topics as:

- How long did you know each other before marriage?
- What concerns did you wish you had talked over?
- What things did you talk over before marriage?
- Did your viewpoint concerning marriage change after you were married?

Report the substance of these talks.

Discuss how the engagement period may be used as preparation for cooperative living after marriage.

Write a paper on "Democratic Life in the Home."

List advantages and disadvantages of getting married upon graduation from high school.

Invite a minister in to read the marriage vows and talk of their sacredness.

Interview a lawyer to get information on State laws concerning marriage.

Have a round-table discussion on advantages and disadvantages of church weddings, home weddings, secret weddings and elopements.

Discuss the ways in which a couple can plan for their marriage.

Include references to those persons who might best give them advice and help in their planning.

Compile a list of State and private agencies which render assistance to families facing serious problems. Describe the kind of assistance each renders.

Have discussion about why marriages fail and effects of marriage failure on family life.

Read current articles in magazines by marriage counselors concerning ways by which a marriage might be saved.

Objective: To develop a better understanding of the phases of family life.

Problem: What are the responsibilities of marriage?

Activities:

Discuss, in general, the role of a homemaker.

List some privileges which might have to be given up, and some obligations which might be expected. Compare these to the possible pleasures and advantages of married life.

List possible changes which must be made as part of the adjustment to married life.

Discuss the danger problems in marriage; lack of income or income by the wife only; inadequate housing; lack of recreation; too early parenthood.

Formulate a "Blueprint for Happiness" and "Hazards to Happiness." Prepare bulletin board.

Discuss "Marriage is a twenty-four-hour-a-day job."

Have class write papers on "Biological Age for Marrying," "Economic Status for Marrying," and the "Legal Age for Marrying." Discuss next day.

Write article on "Difference in a House and a Home."

Describe a happily married couple. Why is this couple happy?

Problem: What are the responsibilities of parents to their children?

Activities:

Discuss the Children's Charter and determine to what extent parents are responsible for meeting the needs as stated in the Charter.

Hold class discussion on "What my parents are doing for me."

Have a parent talk on the meaning of parenthood.

Determine by reading and observation how a child's environment may contribute to his physical, mental, social, and emotional development. Use movie, if available.

List the adjustments a couple must make for a baby.

Discuss the importance of planned parenthood.

Investigate the cost of having a baby.

List the responsibilities of parents to their children.

Problem: What information do I need in order to meet the responsibilities of marriage and parenthood?

Activities:

Study local and State laws protecting the family.

Have lawyer or other professional person explain the liabilities of marriage partners and parents.

Write a paper on: "The Kind of Family Life I Would Like to Establish."

List some problems and conflicts that most often occur in family life.

Describe the effects on a marriage of alcohol, age differences, family background, educational differences, and interests of relatives and in-laws.

Discuss the topics an engaged couple should come to an agreement about concerning parenthood and homemaking, such as:

- The size of the family
- Preparation for parenthood and the emotional adjustments necessary
- Discipline in the family
- Religious differences

FAMILY ECONOMICS

Objective: To develop some understanding of and ability in using family resources wisely.

Problem: How can I plan wisely for the spending of family income?

Activities:

Discuss use of family income. List all the ways it is spent.

List needs. Differentiate between needs and wants.

Keep a record of personal expenditures over a period of time.

Analyze how wisely the money was used.

Develop a personal budget and live by it for a definite period of time. Contrast the use of money through planning with haphazard spending.

Discuss values of spending plans.

Study types of worthwhile recreation and amount of money needed for each type.

Work out a cost sheet showing expenses involved in owning and operating a car. Report on State laws governing the purchase and operation of a car.

Problem: How may a family plan for the wise spending of the family income?

Activities:

List all necessary expenses, such as food, clothing, rent and laundry.

Invite a lawyer to talk on the value of a sound financial program for the family.

Have a banker, or some other qualified person, discuss the

opening and using of bank accounts, the value of a savings plan, and types of savings accounts.

Have insurance man discuss the value of an insurance program for the family, such as life, hospital, car, and house and equipment.

Read and report on social security; State and federal income taxes.

Discuss advisability of long-term versus short-term credit.

Decide when it is desirable to use a charge account.

Discuss difficulties some people have in saving money.

Study investments the average family might make.

Invite a well-qualified person to talk on the importance of making a will.

Make a budget for a family, illustrating wise use of money.

Make a list of enjoyable family activities which involve little or no expense.

Make and carry out a plan for adding to the family income and enjoyment, at little or no expense, i. e., painting a room; making some furnishings; taking care of exterior.

List contributions a high school boy can make to family resources.

Compute personal contribution of work at home in terms of money.

Have a debate: "Resolved That the Husband Should Control the Family Purse."

Formulate a budget for a young couple with an income of \$200.00 a month. Check-up on average cost of housing, food, utilities, and clothing in the area and make the budget as realistic as possible.

Discuss how lower income affects family living; family relationships.

Have a panel discussion on how various family members may practice thrift.

Debate: How will having a regular allowance help to teach a boy or girl how to save and spend more wisely.

Discuss standards of living; what factors may change standards of living.

Make list of newspapers and magazines which a small income family might afford in order to meet the reading needs of each member. What is the estimated cost for a year?

Plan family council concerning the handling of family finances. With the help of the family, estimate the cost per year of own high school education.

Debate the advantages and disadvantages of both parents working outside the home.

FOODS

Objective: To develop a better understanding of the importance of good nutrition.

Problem: How is one's health and appearance affected by his food habits?

Activities:

Keep records of food eaten for day, or week, to see what food is consumed.

List evidences of good health and discuss how looks and vitality are affected by the food eaten.

Observe food habits at lunch time. Plan ways of teaching good food habits by using posters for lunchroom or skits in chapel.

Show film on eating habits and nutrition.

Review "Basic Four." Read and report on nutrition articles.

Problem: What do I need to know in order to prepare and serve some simple meals?

Activities:

Get acquainted with kitchen equipment and storage spaces in homemaking department and at home.

Set up standards of cleanliness in food preparation. Study food measurements. Discuss the importance of following recipes correctly as to measurements, mixing and temperatures. Discuss and demonstrate correct way of cleaning, stacking, and washing dishes. Plan a simple, nutritious meal, such as a breakfast or lunch, and evaluate it in terms of nutritional value.

Plan and prepare a simple meal or individual dish. Plan and prepare meals, using canned and frozen foods. Plan and prepare out-door meals, such as charcoal hamburgers or steaks.

Estimate cost of each meal or dish.

Discuss the importance of planning meals by the week, and the necessity of making grocery lists.

Demonstrate correct table setting. Review good manners.

Demonstrate role-playing of host or hostess and guest.

Prepare a dish or meal at home; report to class on success of activity.

CLOTHING

Objective: To develop the ability to select and care for personal clothing.

Problem: What can I do to improve my personal appearance?

Activities:

Show film on good grooming.

Have a panel discussion on "What is good grooming for boys."

Show pictures on poor and good grooming.

Make use of check-sheet of daily grooming activities for two weeks.

Have a display of grooming supplies and equipment.

Discuss ways in which health habits affect one's personal appearance.

List some desirable health habits.

Problem: What information do I need in order to select suitable clothes for myself?

Activities:

Make inventory of clothes on hand.

Determine occasions for which different type clothes are needed.

Make list of clothes needed.

Read about and discuss what per cent of income should be used for clothing.

Determine amount of money available for clothes.

Have display of clothes for school, dress, church, sports, dances, formals, etc.

Discuss the selection of shoes.

Study materials of clothes, such as wools and shirt materials.

Study color combinations, line, and design as they are related to becomingness.

Study the new materials, such as drip dry and textile combinations.

Have display of accessories.

Visit men's clothing store and have owner or clerk explain the new materials and colors.

Observe customers in a store—present skit on desirable and undesirable shopping behavior.

Collect and study a variety of labels to learn what information is given.

Problem: What information do I need to know in order to take care of my clothes?

Activities:

Observe demonstrations on use of cleaning equipment and examine displays of equipment.

Plan and give demonstrations on the daily care of clothing.

Demonstrate how to shine shoes, press garments, and sew on buttons.

Practice taking care of clothes.

Have business man talk on the "Importance of good grooming and care of clothes in the business world."

Demonstrate use and care of sewing machine.

When class is interested in sewing, construct or repair a simple garment. Compare with ready-to-wear in relation to cost, appearance, workmanship and time required for job.

Discuss the work of clothing designers. Discuss possibilities of job employment for people skilled in clothing construction or in retailing.

HOUSING

Objectives To develop an interest in having an attractive, comfortable and convenient home.

Problem: What factors must the family consider when deciding the amount of money that can be spent in meeting the housing needs?

Activities:

List the conditions that will cause a variance in the budgets of different families.

Find out what per cent of the family income is spent on the various items of housing expense—rent versus ownership, insurance, taxes, utilities, upkeep.

Analyze some case studies on percentages spent for housing at different income levels.

Discuss factors involved in deciding whether to rent, build, or buy a home.

Read classified ads in newspaper to note descriptions of apartments and houses for rent.

Discuss how a trailer or an apartment satisfied certain family needs.

Discuss ways to reduce furniture costs by renovating and making accessories for old furniture; compare with purchase of new furniture.

Visit a furniture store or consult catalogues to learn furniture costs and to compare values.

Discuss the three most important factors that will enhance the enjoyment of one's home.

Have "buzz sessions" on the following points:

- Space needed for the younger child in the family
- Space needed by the elderly members of the family
- Space needed by teen-age member of the family
- Space needed for family members having special problems

Problem: What can I do to make my home more attractive and liveable?

Activities:

Review basic art principles. Show pictures, films and fabrics which illustrate good and poor use of these principles. Applying these art principles, develop an interest center in the department.

Mount pictures of living room arrangements which illustrate the grouping of furniture according to centers for conversation, for reading, for writing, for listening to music, and for dining.

Try different furniture arrangements at home for satisfactory groupings, according to art principles and family interests.

Report on activity to class.

Exhibit inexpensive accessories for the living room, such as vases, potted plants, magazine racks, book ends, and lamps.

Group these together in pleasing and artistic arrangements.

Evaluate floor plans shown in magazines, newspapers and housing books.

Ask a dealer in building supplies, or architect, to talk on floor plans as related to family needs.

Analyze a floor plan as to its suitability for a particular family.

Consider the size of the family, the ages of the members, their activities, and the size of the lot.

Visit a few homes to see the floor plans and materials used in their construction.

Analyze own home to see if some improvement could be made that would make it more liveable.

Draw a picture of a closet in own home, and redesign it for greater convenience. This experience may be used as a home project. Analyze own home to find space that could be converted into storage area.

Discuss the saying "A place for everything and everything in its place."

Problem: How can I help make my home a more pleasant place in which to live by practicing good housekeeping?

Activities:

Determine the care necessary for keeping own home clean and attractive.

Make a list of activities which are performed daily, those that need to be repeated once or twice a week or more often, and those that are performed occasionally. Refer to references to find how to do each job well. Set up a schedule by which these methods may be followed when cleaning the department. Analyze steps in a household task and see how it can be done more efficiently.

Make a work-schedule for one or more of the responsibilities assumed at home. Test schedule and report to class.

Discuss the statement "Clean as you go."

Review the rules for safety in the home.

Make a check-list for judging safety in every room, including the attic and basement; apply check-list to own home.

Problem: What are the possibilities of beautifying the home grounds at small expense?

Activities:

Discuss ways in which small repairs on interiors and exteriors help to make the home more attractive, i. e., painting porches, etc.

Bring pictures showing how housing was planned to emphasize the natural beauty of the setting.

Discuss ways that one can aid the natural beauty and enjoyability of one's own home site.

Make field trip to homes in the community to observe correct planting and year-round yard beautification.

Observe and describe attractive home surroundings in own community. Discuss the features which make them attractive.

Work with agricultural students in a community beautification project.

CHILD DEVELOPMENT

Objective: To develop the ability to enjoy and respect children as individuals.

Problem: Of what value is play for a child?

Activities:

Compile a list of various play activities in which children participate.

Read references on how children develop through a variety of play activities. Discuss what they learn through play.

Develop bulletin board on play activities which help children develop.

Observe a small child to determine how his play contributed to his development. Report to class.

Discuss the effect, both good and bad, of stories, TV, radio, movies, comic books, and music on small children. Compile some of the activities which are helpful.

Construct some simple storage for care of children's play equipment. Set up standards for selection of toys and play equipment for children at various age levels.

Discuss disciplinary action for desirable and undesirable emotions and habits exhibited during play.

Problem: What are some of the responsibilities of parenthood?

Activities:

Study the Children's Charter and list some responsibilities which parents have.

Review films dealing with child development and care.

Have some parents talk on the meaning of parenthood.

Read and discuss references on child development.

Discuss ways by which the family gives the child security.

Objective: To develop greater appreciation of the significance of the family to community and national life.

Problem: What part does the family play in building good community relations?

Activities:

Make a list of own responsibilities as a citizen in the community. Name some of the responsibilities which the family can assume that will improve community life.

Discuss the reasons for civic clubs and organizations. Examine the charters of several established clubs to learn about their purposes.

Discuss the family's part in community life.

Have students write theme on "What Influence the Family Can Have on Community and National Life."

List organizations that young people may join and discuss the advantages and disadvantages of belonging to the various organizations.

Study parliamentary procedure and ask students to observe this practice when used in a club to which they belong, or an organization in the community.

Name responsibilities which the family can assume that will improve community life.

Discuss ways of improving own home surroundings.

Discuss ways in which own neighborhood can cooperatively improve its surroundings.

Plan and carry through a project for community improvement, such as ground beautification.

Organize a student-parent panel to discuss ways in which families exert a positive or negative influence on the community.

Present a round-table discussion, after group research, on the principles of democratic family living which apply to living in the community: i. e., a fair exchange of ideas, respect for the opinions of others, consideration of and understanding others, consideration of and understanding rather than "group thinking," sharing in work and play, accepting own responsibilities, and respect for the experience and maturity of others.

Suggest specific illustrations of how young people may apply these principles to what they do in the community.

Plan for community meetings or family nights in which plans for activities enjoyed by entire family are carried out.

Make a list of responsibilities one can assume as a citizen in one's community. Plan and carry through a project which illustrates practices of good citizenship.

SOME SUGGESTED HOME EXPERIENCES

Plan and use a work schedule for helping take care of the home.
Plan with the family and carry out plans for improving a room in the home.

Choose books and toys for a preschool child.

Make Christmas a happy time for a young child.

Provide storage space for a child's toys and/or clothing.

Plan, make, and equip a home medicine cabinet.

Make some equipment to aid in the comfort of a patient.

Assume the responsibility for taking care of a sick person.

Make a budget for personal expenditures.

Prepare a time schedule for self.

Plan with the family for better management of home responsibilities.

Purchase ready-made clothing within allowance, demonstrating good shopping practices.

Plan and arrange more adequate storage space for clothing.

Improve personal appearance through better grooming.

Plan for the improvement of personal eating habits.

With the help of own family, plan an improvement in the home kitchen to save energy in work and to add to kitchen attractiveness.

Plan ways of using home produced and conserved food.

Select, buy and care for goods for family meals for a designated period of time.

Survey home kitchen for safety and eliminate the safety hazards.

Make and carry out plans for developing two or more traits which would improve own personality.

Assume some home responsibility that will increase the happiness of the entire family.

Plan and carry out a leisure time activity with whole family participating.

Plan and carry out a family celebration of one special day.

Section III

About the Vocational Acts

VOCATIONAL REQUIREMENTS

STATE AND FEDERAL FUNDS

Federal funds for the development and promotion of vocational education in the several states and territories have been provided by five Acts passed by Congress. The original law was the Smith-Hughes Act, passed in 1917. The small appropriation under this Act is used largely for supervision and teacher education.

The appropriations under the George-Reed Act, 1929-1933; the George-Ellzey Act, 1934-36; and the George-Deen Act, 1937-45, gave increased funds for the training of large numbers of high school pupils who enter some field of occupation without further training.

The George-Barden Act, passed in 1946, superceded all other Acts and became a permanent Act under which the major part of the funds are made available for the high school program in homemaking in North Carolina. Vocational funds are administered by the State Board of Education according to the North Carolina Plan for Vocational Education. The principal features of the plan are outlined briefly:

1. Federal funds must be matched by State and local funds for a program in vocational education.
2. The space and equipment must exemplify desirable and attainable standards of beauty, convenience, and safety. There must be equipment and teaching aids for all areas of instruction.
3. Money for maintenance and instructional supplies shall be adequate for all areas in homemaking.
4. Travel funds must be provided in sufficient amount to enable the teacher to do a good program.
5. The teacher must have had training at an approved institution in which the teacher-education program includes all aspects of the vocational program in the pre-service training. This includes home management residence, methods of teaching vocational home economics, supervision of home experiences, making home contacts, teaching adults and child development with observation in a nursery school.
6. The institutions approved for the undergraduate teacher-education program are East Carolina College and the Wo-

man's College of the University of North Carolina and North Carolina College in Durham.

7. The teacher is hired by the local school authorities, but she must be approved by the Division of Vocational Education, when State and federal funds are involved, upon the basis of training. Approval is continuous when the teacher shows evidence of successful experience and professional improvement.
8. Since funds are appropriated on a combined local, State and federal basis for vocational education, the teacher cannot teach other subjects without proration of the reimbursement.
9. Vocational home economics teachers are employed for ten or eleven months in the local school in order to achieve the homemaking purpose in improving home and family living.

PROGRAM FOR VOCATIONAL HOMEMAKING EDUCATION

Purpose of the Program

The underlying philosophy for vocational homemaking education is the enrichment of home and family living. This is accomplished through an instructional program for both youth and adults in the homemaking activities, which include:

- food and nutrition
- selection, care and construction of clothing
- child development
- selection and care of home furnishing and equipment
- housing
- health and home care of the sick
- family economics
- family relations

Organization of the Program

The homemaking course is elective. It may be offered for three years; two must be offered. Each year will carry a unit of credit. The schedule may conform to the daily schedule of the school, provided at least 300 minutes per week are given to each homemaking section. Supervised home experiences shall be carried by each student in each semester of the course.

Time must be allowed in the teacher's schedule for counseling with her pupils. The program shall be organized in such a way as to permit time for the instructional program for youth and

adults, home visitation, supervision of home experiences, and work with other community agencies on projects which improve family living.

Each school is urged to have an active chapter in the Future Homemakers of America (white) or New Homemakers of America (Negro), with time allocated for pupil participation as another means of personal development.

A minimum of six hours is required for the instructional program for adults, with an enrollment of at least ten members. All areas of homemaking will be offered to adults, depending upon the interest and needs of the group.

Local Advisory Committee

A local advisory committee can be of great assistance to the vocational teachers of homemaking. The committee members should be selected from representative groups in the school community. The members may be selected jointly by the principal, a school board member, the home economics teacher, and the president of the local Parent-Teacher Association, or by any other desirable manner.

This committee will act in an advisory capacity only—

- to assist the homemaking teacher in determining personal and family needs in the community.
- to make recommendations to the teacher regarding the program.

Section IV

About Teaching Aids

TEACHING AIDS

SOME SUGGESTIONS FOR THE PERIOD OF EXTENDED EMPLOYMENT BY THE HOME ECONOMICS TEACHER

I. Home Visits and Home Experiences

- Visit homes to become acquainted with and to interpret the program to new students and new families, and to supervise home experiences.
- Visit key people in the community.
- Guide students in selecting, planning, carrying out and evaluating home experiences.

II. Planning for More Effective Homemaking Program

- Develop a plan of work for the year.
- Plan for more effective use of teaching materials and department facilities.
- Schedule time when pupils and adults can come for help and/or to use the facilities of the homemaking department.

III. Youth Organization

- Conduct leadership training conferences for chapter officers.
- Work with chapter officers on a tentative program of work for the year.
- Provide continuity in the youth organization by directing some summer activities for the chapter, if feasible.

IV. Homemaking Education for Adults

- Survey the needs of adult homemakers and interpret some of the learning opportunities the program offers for them.
- Assist adult homemakers with individual problems, and/or organize and teach an adult class.

V. Department Management

- Plan for department improvements—new equipment; repairs; teaching materials; rearrangement for increased efficiency, convenience and comfort.

- Work with pupil committees in planning for and carrying out specific types of department management projects.

VI. Contribution to the School Program

- Plan with teacher of agriculture, or a teacher in another department, for joint departmental programs or for exchange classes.
- Serve as consultant for the planning of school improvement projects.

VII. Community Relations

- Cooperate with other organizations in planning and organizing community improvements or development projects.
- Study the community and its facilities.

VIII. Records and Reports

- Keep all records and reports up-to-date.
- Organize a workable file system.

IX. Professional Growth

- Maintain memberships and take active part in professional organizations and conference.
- Study books, bulletins, magazines and other visual aids to add to professional information and improve quality of teaching.

X. Interpretation of the Program

- Contact local newspaper personnel.
- Write articles for publication in the local paper.
- Plan and carry out a series of events designed to interpret the program to the public, such as: exhibits, radio, TV, or local PTA or other civic organization programs.
- Work toward achieving high standards in the total program so that the program in itself will reflect its values.

Illustrations of Types of Pupil Learning Experiences in a Planned Interpretation Program

1. Meeting people of the Press, Radio, Television, etc.
 - learning etiquette of proper approach
 - learning what is newsworthy and how to tell the story

2. Playing host or hostess to special events
 - preparing guest list
 - writing the invitations
 - being the gracious hostess for the event
 - conversing with guests
 - expressing appreciation orally or written
3. Preparing special programs for assembly, banquets, civic organizations, etc.
 - planning programs which combine entertainment and the interpretation of values of home economics
 - learning some characteristics of good stage performances
4. Budgeting time, energy and money for special events and activities
5. Building a picture file for use in interpretation

SOME SUGGESTIONS FOR EVALUATION OF LEARNING EXPERIENCES

1. Observe the increased efficiency of pupils in relation to their management of time, equipment, money, and energy.
2. Observe pupils' class activities to determine their progress in improved management of time and energy, in showing independence in work, and in improvement in standards of work.
3. Note evidences of changed ideas and attitudes toward: children, parenthood, grooming, food habits, etc.
4. Have pupils work out displays or bulletin board arrangements.
5. Observe interest of the pupils in learning during the unit. (Response)
6. Note requests made by pupils for additional help on problems, such as: caring for small children, helping older people, and assuming responsibilities for caring for their own clothing.
7. Determine whether pupils are more dependable and conscious of making improvements in their own behavior.
8. Note improvements in techniques and skills as indicated by practical tests.
9. Have pupils list "What I Need To Learn" at the beginning of the unit; and at the end, "What I Have Learned" and "Other Problems I Need To Work On."

10. Have pupils make a list of the outcomes derived from the study of a particular phase of homemaking; from home experience, or from participation in a FHA or NHA activity.
11. Have pupils write a brief paragraph or two telling the ways they have been benefitted by the homemaking unit or course.
12. Determine the extent to which pupils show improvement in practicing good manners at home, school, and in public.
13. Observe changes in attitudes toward classmates.
14. Observe groups of pupils working together to determine whether there is increased ability to work together cooperatively in the laboratory.
15. Discuss at intervals with the other teachers the progress pupils are making in conduct, personality development, character traits, sharing responsibilities and group planning.
16. Look for evidences that pupils are participating in group activities and are enjoying the activities in which they participate.
17. Help the individual pupil evaluate the progress she has made in trying to develop more desirable personality characteristics.
18. Look for evidences of an increased feeling of school and community pride on the part of FHA or NHA members as shown by participation in school and community projects and programs.
19. From further inquiries and informal conversation, determine to what extent pupils have become interested in home economics as a vocation.
20. Hold conferences with pupils interested in choosing a vocation to help them understand their aptitudes and abilities for the profession.
21. Listen for comments made by parents and pupils to see if pupils show increased appreciation for the rights and privileges of other family members.
22. Discover through informal talks with parents and pupils the extent to which pupils have accepted home responsibilities more willingly.
23. Find out how pupils show improved attitudes toward family life and especially toward older people in the home.
24. When visiting pupil's home, listen for comments from family members concerning pupil's success in applying what was studied at school.

25. Visit homes to talk with parents and observe situations to determine if pupil has gained a greater sense of responsibility when assuming home activities.
26. Observe and note the increase in number and quality of home experiences growing out of the study of the unit.

MANAGING YOUR TIME FOR HOME EXPERIENCES AND HOME CONTACTS

A sample plan developed by a group of teachers to show activities and emphases each month in developing a good well-rounded program.

July (if employed)

Supervise home experiences under way during the summer.

Make a directory of students.

Have home experience day at school for mothers and daughters.

August

Visit as many homes of beginning pupils as possible.

Meet with FHA or NHA members who are working on degrees to help with home experiences being carried out for degree work. A workshop might be feasible to which mothers could be invited.

Work with a small committee from this group to compile a list of home experiences selected for degree work.

September

Summarize and guide final evaluation of summer work on home experiences with older students.

Plan for committees from this group to set up displays and bulletin boards on good experiences each month during first semester.

Encourage home practices for ninth grade. It probably would be feasible to give them experience in making written comments as an entree into project work and to develop independent thought and initiative.

Give ninth grade girls a check-sheet on home activities.

Use conference period to get acquainted with new students. Occasionally let a committee compile data from survey-sheet to gain an understanding of interests.

Make home visits to beginning students not visited in August.

October-November

Use class time (1) to develop criteria for home experiences and (2) to teach how to plan an experience for ninth grade.

Guide individual girl to develop a list of possible home experiences; call it a "choice sheet" and encourage this device to be cumulative, filing in individual folder.

Have a tea for mothers of beginning students to explain the home experience program.

Give assistance to individuals who are ready to plan home experiences.

Work with advanced girls so that home experiences are started.

Schedule and use conference periods for home experience conferences.

Plan home visits for pupil-teacher-parent conferences.

December-January

Have class reports on interesting results or activities.

Let class committee make a chart on progress being made on home experiences.

Use advanced pupils to report interesting projects to first-year girls.

Give first-year classes opportunity to work individually on planning and reporting progress on home experiences.

Use directed study for class to secure references and other resource material to broaden and enrich experiences or learnings.

February-March

Use class time for summarizing complete home experiences.

Guide advanced students to make or bring up-to-date cumulative record of home experiences taken in both class and FHA or NHA work as a basis for selecting and planning other home experiences.

Use conference period for individual and group conferences.

Plan home visits.

April-May-June

Plan home visits.

Plan summer home experiences.

Check program of the home experience program by classes and plan for guidance, staggering work so that conferences can be scheduled.

Visit pupils, carrying out summer projects.

... HOW EFFICIENT A MANAGER ARE YOU IN THE HOME EXPERIENCE PROGRAM?

DO YOU—

- Provide a manila folder for each pupil?*
- Have folders filed in an accessible place for pupils to use consistently and frequently?*
- Have a copy of the plan of home experiences being carried out *on file* in the department at all times for easy reference by both the pupil and the teacher?
- Work on home experiences consistently throughout the year?
- Use the conference period consistently for home experience conferences and *supervision*?
- Study the total picture of the home project program in your school community as given in the accomplishments of the previous year as a *basis for emphases* during the following year?
- Have a method of scheduling conferences—both home conferences and school conferences—in such a way that pupils feel responsible for requesting assistance, and share equal responsibility with the teacher for work on projects?
- Work with home experience program in a way to give pupils the over-all view of this important phase of our program? Work out your own system.
- Use some of the professional references to improve the home experience program?
- Have completed home experiences *on file* in the department?
- Check the home experiences which you select to send to the State Office to see if they are representative of your guidance and give a clear picture of the experience?

Can you answer each question "Yes"?

* These are set up at the beginning of the year.

The following references have been used in preparation of the home experience material and are excellent teacher references:

Office of Education. U. S. Department of Health, Education and Welfare. HOME, SCHOOL, AND COMMUNITY EXPERIENCES IN THE HOMEMAKING PROGRAM. Washington, D. C.: U.S. Government Printing Office, 1953. (Vocational Division Bulletin No. 252, Home Economics Education Series No. 29) 30 cents.

Future Homemakers of America. (1) A GUIDE TO HELP YOU GROW AS A FUTURE HOMEMAKER OF AMERICA. (2) HANDBOOK FOR TEACHERS—A GUIDE FOR HELPING STUDENTS EVALUATE THEIR OWN GROWTH. Washington, D. C.: Future Homemakers of America, Inc., National Headquarters, Office of Education, U.S. Department of Health, Education, and Welfare, 1953. 25 cents each.

Williamson, Maude and Lyle, Mary. HOMEMAKING EDUCATION IN THE HIGH SCHOOL. (Rev. ed.) New York, Appleton-Century-Crofts, Inc., 1954.

SUGGESTED PROCEDURES FOR WORKING WITH A FHA OR NHA CHAPTER*

Some suggestions follow: *If Organized Chapter—*

- Review State and national publications, files in the homemaking department and principal's office—especially the homemaking program plans (composite plan), the chapter's previous programs of work, yearbooks, and annual reports.
- Discuss the chapter's past work with the school administrators.
- Locate and visit officers, program of work committee members, chapter parents and advisory board members. If this is not possible, write a personal letter to each, inviting them to visit you at the department when they can. Then familiarize them with their part in making the organization a success. Copies of their duties may be helpful.
- Arrange a meeting of the executive council, chapter parents, program of work committee and advisory board. The meeting could be in an officer's home or the homemaking department.
- Make plans with the chapter president for this meeting which will emphasize what the chapter hopes to accomplish during the year.

*Chapter Handbook for organization of high school homemaking students. Future Homemakers of America. 1957. National Headquarters: Office of Education, U. S. Department of Health, Education and Welfare.

- Discuss the plans for the meeting with school administrators and invite them to attend.
- At the meeting, the group will want to: plan a tentative program of work to present to the chapter later for approval; choose time and place for executive council meeting; make plans for the first chapter meeting and take time to do something "just for fun."
- Contact and meet with the finance committee to help them work out a tentative chapter budget to be presented at the first chapter meeting.

Some suggestions follow: *If No Organized Chapter—*

- Review State and national publications.
- Hold a conference with school administrators to discuss the organization.
- Visit pupils who might be interested.
- Have group meeting for those who are interested. Explain the organization. Take your time about getting organized. Help students who want to join.
- Explain the organization to other faculty members.
- Take interested members to visit another chapter or to talk with other chapter members.
- Talk with teachers who have a chapter.
- Plan a corner of the homemaking department where ideas for activities can be kept. Perhaps some students who live near school will help you make this space interesting and attractive.
- Ask some students if they will help you make a bulletin board to create interest in the chapter.
- Interested pupils might write other members over the State to learn what they are doing.
- Take plenty of time to elect officers. Study together the duties of each office; list the qualities desirable in the person who is to be elected. Vote by ballot.
- Meet with new executive council as soon as possible after officers are elected and plan the first chapter meeting. Plan one that: (1) The members will enjoy; (2) Shows some evidence of the planning that has been done by the executive council; (3) Parents might enjoy attending.
- Assist the chapter in planning a tentative program of work.

BOOKS

BASAL TEXTS

Smart and Smart. *Living In Families*. Houghton, 1958.

Oerke, Bess. *Dress*. Bennett, 1956.

Pollard, Belle. *Experiences With Food*. Ginn, 1956.

CHILD DEVELOPMENT

de Schweinitz, Karl. *Growing Up*. 3rd ed. Macmillan, 1956.

Goodspeed, Helen C., Mason, Esther R., and Woods, Elizabeth L. *Child Care and Guidance*. Lippincott, 1953.

Hurlock, Elizabeth B. *Child Growth and Development*. McGraw, 1957.

McCullough, Wava. *Illustrated Handbook of Child Care*. McGraw, 1954.

Moore, Mary Furlong. *The Baby Sitter's Guide*. Crowell, 1953.

Shuey, Rebekah and others. *Learning About Children*. Lippincott, 1958.

Spock, Benjamin, M. D. *Baby and Child Care*. Pocket Books, 1956.

Richardson, Frank H. *How to Get Along with Children*. Tupper, 1954.

CLOTHING

Bane, Allyne. *Tailoring*. McGraw, 1958.

Ellet, Marcella Howard. *Textiles for Teens*. Burgess, 1956.

Lewis, Dora; Bowers, Mabel and Kettienen, Marietta. *Clothing Construction and Wardrobe Planning*. Macmillan, 1955.

Ryan, Mildred Graves. *Dress Smartly; A 100 Point Guide*. Scribner, 1956.

Wingo, Caroline E. *The Clothes You Buy and Make*. McGraw, 1953.

FAMILY ECONOMICS

Fitzsimmons, Cleo and White, Nell. *Management For You*. Lippincott, 1958.

Goodyear, Margaret R. and Klohr, Mildred Chapin. *Managing For Effective Living*. Wiley, 1954.

Masteller, Kenneth C. *How to Avoid Financial Tangle*. American Institute for Economic Research. 1955.

FAMILY RELATIONSHIPS

Baruch, Dorothy. *How To Live With Your Teen-ager*. McGraw, 1953.

- Berry, M. *Manners Made Easy*. McGraw, 1954.
- Bradley, Wherry. *Personal and Family Finance*. Rinehart, 1957.
- Daly, Maureen. *What's Your P. Q. (Personality Quotient)*. Dodd, 1954.
- Duvall, Evelyn M. *The Art of Dating*. Association Press, 1958.
Family Living. Macmillan, 1957.
- Force, E. *Your Family—Today and Tomorrow*. Harcourt, 1955.
- Fitzsimmons, Cleo and White, Nell. *Management For You*. Lippincott, 1958.
- Hatcher, H. M. and Andrews, M. E. *Adventure in Home Living, Book II*. Heath, 1958.
- Landis, P. H. *Your Marriage and Family Living*. McGraw, 1954.
- McDermott, Irene E. and Nicholas, Florence W. *Homemaking For Teenagers*. Heath, 1958.
- Moore, Bernice Milburn and Leahy, Dorothy M. *You and Your Family*. Heath, 1953.
- Neugarten, B. and others. *Discovering Myself*. National Forum, 1955.
- Phillips, Velma. *Home Economics Careers For You*. Harper, 1957.

FOODS

- Allen, Betty and Briggs, Mitchell Perie. *Mind Your Manners*. Lippincott, 1957.
- Crocker, Betty. *Good and Easy Cook Book*. Simon and Schuster, 1954.
Picture Cook Book. McGraw, 1956.
- Fitzsimmons, Cleo and White, Nell. *Management For You*. Lippincott, 1958.
- McDermott, I. E., and Nicholas, F. *Foods For Better Living*. Rev. ed. Lippincott, 1954.
- McLean, Beth Bailey. *Meal Planning and Table Service*. Rev. ed.. Bennett, 1955.
- Storr, Catherine. *Management For Better Living*. Heath, 1956.
- Swift, Loret. *Flower Arranging*. Fawcett Books, 1954.
- Vanderbilt, Amy. *Complete Book of Etiquette*. Doubleday, 1952.
- Wieland, Lauretta L. *At Work In the Kitchen*. Rev. ed. Van Nostrand, 1958.

HEALTH

American Red Cross. *Home Nursing Textbook*. Rev. ed. Blakiston.

McCullough, Wava and Moffitt, Marjorie. *Illustrated Handbook of Simple Nursing*. Rev. ed. McGraw, 1949.

HOUSING

Better Homes and Garden. *Decorating Book*. Meredith Pub. Co., 1956.

Brandt, Mary L. *Good Housekeeping Book of Home Decoration*. McGraw, 1957.

Fitzsimmons, Cleo and White, Nell. *Management For You*. Lippincott, 1958.

Good Housekeeping. *Good Housekeeping Guide to Successful Homemaking*. Harper, 1956.

Hardy, Kay. *How To Make Your Own Draperies*. Funk, 1958.

Hoover, Norman K. *Approved Practices in Beautifying the Home Grounds*. Interstate Printers and Publishers, 1956.

Lewis, Dora S., Burns, Jean O., and Segner, Esther F. *Housing and Home Management*. Rev. ed. Macmillan, 1953.

Matthews, Mary Lockwood. *The House and Its Care*. Heath, 1954.

Starr, Mary Catherine. *Management for Better Living*. Heath, 1956.

BOYS

Burnham, H. and others. *Boys Will Be Men*. McGraw, 1954.

Daly, Maureen. *What's Your P. Q. (Personality Quotient)*. Dodd, 1954.

Dickerson, Roy. *Growing Into Manhood*. Rev. ed. Association Press, 1954.

Duvall, Evelyn M. *Facts of Life and Love for Teen-Agers*. Association Press, 1956.

Art of Dating. Association Press, 1958.

Family Living. Macmillan, 1957.

Force, Elizabeth. *Your Family—Today and Tomorrow*. Harcourt, 1955.

Fitzsimmons, Cleo and White, Nell. *Management For You*. Lippincott, 1958.

FUTURE HOMEMAKERS AND NEW HOMEMAKERS OF AMERICA

Future Homemakers of America. *A Guide To Help You Grow As A Future Homemaker of America*. Future Homemakers of America, 1953. 25 cents.

Future Homemakers of America and New Homemakers of America. *Handbook for Teachers—A Guide for Helping Students Evaluate Their Own Growth*. Future Homemakers of America, 1950. 25 cents.

Office of Education, U. S. Department of Health, Education and Welfare. *Home, School and Community Experiences in the Homemaking Program*. U. S. Government Printing Office, 1953. (Vocational Division Bulletin No. 252, Home Economics Education Series No. 29). 30 cents.

Future Homemakers of America. *Chapter Handbook—For Organizations of High School Homemaking Students*. Future Homemakers of America, 1957. 65 cents.

TEACHER REFERENCES

American Home Economics Association. *Opinion Building*. 50 cents.

———. *Careers Packet*.

American Vocational Association, Inc. *Family Focus*, Free.

———. *Home Economics Education for Out of School Youth and Adults*, Free.

———. *Vocational Advisory Committee*, Free.

———. *Your Public Relations*, 1954, \$1.00.

Bishop, Edna Bryte and Arch, Majorie S. *Bishop Method of Clothing Construction*. Lippincott, 1959.

Breckenridge, Marion E. and Vincent, E. L. *Child Development*. 3rd ed. Saunders, 1955.

———. *Growth and Development of the Young Child*. Saunders, 1958.

Cheskin, Louis. *How To Color-Tune Your Home*. Macmillan, 1954.

Curtis, Frieda S. *How to Give a Fashion Show*. Fairchild Publications, 1957.

Dakin, F. and Thompson, E. M. *Simplified Nursing*. Lippincott, 1956.

Drake, Joseph Turpin. *Aged In American Society*. Ronald Press, 1958.

- Duvall, Evelyn M. *Family Development*. Lippincott, 1957.
- Faulkner, Ray. *Inside Today's Home*. Holt, 1954.
- Gottlieb, Bernhardt S. *Understanding Your Adolescent*. Rinehart, 1957.
- Gross, I. and Crandall, E. *Management For Modern Families*. Appleton, 1954.
- Gruenberg, Sidonie M. *Encyclopedia of Child Care and Guidance*. Doubleday, 1954.
- Hall, Olive A. *Home Economics: Careers and Homemaking*. Wiley, 1958.
- Hymes, James L., Jr. *A Child Development Point of View*. Prentice-Hall, 1955.
- . *Discipline*. Prentice-Hall, 1955.
- Martin, Ethel A. *Roberts' Nutrition Work With Children*. University of Chicago Press, 1954.
- North Carolina Department of Public Instruction. *Home Economics Teachers Look At Supervision*. State Superintendent of Public Instruction.
- . *Space and Equipment for Home Economics Departments*, State Superintendent of Public Instruction, 1953.
- Pattison, Mattie, Barbour, Helen and Eppright, Ercel. *Teaching Nutrition*. Iowa State College Press, 1957.
- Richardson, Frank Howard. *For Teen-Agers Only*. Tupper, 1957.
- . *How To Get Along With Children*. Tupper, 1954.
- Snow, Robert H. *Community Adult Education*. Putnam, 1955.
- Soule, George Henry. *Longer Life*. Viking, 1958.
- Sparks, Elizabeth Hedgecock. *Menu Maker and Party Planner*. The Author, Kernersville, N. C., 1957.
- Stratemeyer, Florence B. and Lindsey, Margaret. *Working With Student Teachers*. Columbia University Press, 1958.
- Thompson, N. Z. *Vitalized Assemblies*. Dutton, 1952.
- Williamson, Maude and Lyle, Mary S. *Homemaking Education in the High School*. Appleton, 1954.
- Wolf, Anna and Szasz, Susan. *Helping Your Child's Emotional Growth*. Doubleday, 1954.
- Wright, Mary and Russel. *Guide To Easier Living*. Simon & Schuster, 1954.

SOURCES OF FILMS AND FILMSTRIPS

- Affiliated Films, 164 East 38th Street, New York.
- American Film Service, 1010 Vermont Avenue, N.W., Washington 5, D. C.
- Association Films Inc., Broad at Elm, Ridgefield, New Jersey.
- Audio-Visual Association, Box 243, Bronsville, New York.
- Broadcasting and Film Commission, 220 Fifth Avenue, New York 1, New York.
- Castle Film Company, 30 Rockefeller Plaza, New York.
- Charles A. Bennett Company, 237 N. Monroe Street, Peoria, Illinois.
- Children's Bureau, Department of Labor, Washington, D. C.
- Christian Filmstrip Service, 1302 East 4th Street, Charlotte, N. C.
- Coronet Films, Coronet Building, Chicago 1, Illinois.
- Encyclopedia Britannica Films, Inc., 101 Marietta Street, Atlanta, Georgia. (State Libraries handle these films).
- Health Insurance Institute, 488 Madison Avenue, New York 22, N. Y.
- Household Finance Corporation, 919 North Michigan Avenue, Chicago, Illinois.
- Institute of Life Insurance, 488 Madison Avenue, New York 22, N. Y.
- McGraw Hill Book Company, Text Film Department, 330 West 42nd Street, New York. (Purchase Only).
- Mental Health Film Board, Inc., 166 East 38th Street, New York 16, N. Y.
- Mental Health Materials Center, Inc., 1790 Broadway, Room 713, New York 19, N. Y.
- Metropolitan Life Insurance, 1 Madison Avenue, New York.
- Modern Talking Picture Service, 501 N. College Street, Charlotte 6, N. C.
- National Dairy Council, 111 N. Canal Street, Chicago, Illinois.
- National Furniture Association, 666 N. Lakeshore Drive, Chicago, Illinois.
- North Carolina State Board of Health, Raleigh, N. C.
- Science Research Associates, 57 West Grand Avenue, Chicago 10, Illinois.
- Sun Dial Films, 341 East 43rd Street, New York 17, N. Y.
- The March of Time, Forum Edition, 369 Lexington Avenue, New York 17, N. Y.
- Young American Films, 18 East 41st Street, New York 17, N. Y.

**SOURCES OF PERIODICALS, PAMPHLETS
AND PUBLICATIONS**

Adult Education Association,
743 N. Wabash Avenue,
Chicago, Ill.

American Dietetic Association,
620 Michigan Ave.,
Chicago 11, Ill.

Association for Family Living,
28 East Jackson Boulevard,
Chicago 4, Ill.

American Home Economics
Association,
1600 20th St., N. W.,
Washington 9, D. C.

American Social Hygiene
Association,
1790 Broadway
New York 19, N. Y.

American Vocational Associa-
tion,
1010 Vermont Avenue,
Washington 5, D. C.

American Institute of Baking,
Consumer Service Department,
400 East Ontario St.,
Chicago 11, Ill.

Better Business Bureau,
723 Chrysler Bldg.,
New York 17, N. Y.

Child Study Association of
America,
132 East 74th St.,
New York 21, N. Y.

Carpet Institute,
Department 84,
350 Fifth Ave.,
New York 1, N. Y.

Cereal Institute,
135 South LaSalle St.,
Chicago 3, Ill.

Children's Bureau,
U. S. Department of Health,
Education and Welfare,
Social Security Administration,
Washington, D. C.

Cotton Council of America,
P. O. Box 9905,
Memphis 5, Tenn.

Department of Home Econom-
ics National Education
Association,
1201 Sixteenth Street, N. W.,
Washington 6, D. C.

Federal Civil Defense Admin-
istration,
Battle Creek, Michigan

Good Housekeeping Institute,
New York, N. Y.

Household Finance Corporation
Headquarters,
919 North Michigan Avenue,
Chicago, Ill.

Money Management Institute,
Prudential Plaza,
Chicago 1, Ill.

Institute of Human Nutrition
and Home Economics,
U. S. Department of Agricul-
ture, Washington, D. C.

Institute of Life Insurance,
Educational Division,
488 Madison Ave.,
New York 22, N. Y.

John Hancock Mutual Life Insurance Company,
Boston, Mass.

McCall's Patterns School Service,
230 Park Avenue,
New York 17, N. Y.

Mental Health Materials Center, Inc.,
1790 Broadway, Room 713,
New York 19, N. Y.

Metropolitan Life Insurance,
1 Madison Avenue,
New York 10, N. Y.

Mutual Benefit Life Insurance Company,
Newark, N. J.

National Association of Home Builders,
1028 Connecticut Avenue, N.W.,
Washington, D. C.

National Committee for Education in Family Finance,
488 Madison Avenue,
New York 22, N. Y.

National Consumer Retailer's Council,
1860 Broadway,
New York, N. Y.

National Dairy Council,
111 North Canal Street,
Chicago 6, Ill.

National Dry Cleaning Association,
Burlington Avenue,
Silver Springs, Md.

National Retail Furniture Association,
666 N. Lakeshore Drive,
Chicago, Ill.

National Safety Council,
425 North Michigan Avenue,
Chicago 11, Ill.

New York Life Insurance Company,
Public Relations Department,
51 Madison Avenue,
New York 10, N. Y.

Public Affairs Committee, Inc.,
22 East 38th Street,
New York 16, N. Y.

Sears, Roebuck Company,
Consumer Education,
Division D.,
Chicago, Ill.

Science Research Associates,
57 W. Grand Avenue,
Chicago 10, Ill.

Small Homes Council,
Mumford House,
University of Illinois,
Urbana, Ill.

U. S. Department of Agriculture,
Washington, D. C.

U. S. Department of Health, Education and Welfare,
Washington, D. C.

U. S. Government Printing Office,
Superintendent of Public Documents,
Washington 25, D. C.

Wheat Flour Institute,
309 W. Jackson Blvd.,
Chicago 6, Ill.

Wood Bureau, Inc.,
16 W. 46th St.,
New York 36, N. Y.
And other commercial firms.

MAGAZINES

<i>American Home</i>	<i>National Parent-Teacher</i>
<i>Better Homes and Gardens</i>	<i>North Carolina Future Homemakers Magazine</i>
<i>Chatterbox (NHA)</i>	<i>Parents</i>
<i>Consumer Reports</i>	<i>Practical Home Economics with Co-Ed Edition</i>
<i>Farm Journal</i>	<i>Progressive Farmer</i>
<i>Forecast</i>	<i>Seventeen</i>
<i>Good Housekeeping</i>	<i>Seventeen at School</i>
<i>Journal of Home Economics</i>	<i>Teen Times (FHA)</i>
<i>Ladies Home Journal</i>	<i>Today's Health</i>
<i>Living for Young Homemakers</i>	<i>What's New in Home Economics</i>
<i>McCall's</i>	

PROFESSIONAL ORGANIZATIONS

American Home Economics Association

1600 20th Street, N. W., Washington 9, D. C.

American Vocational Association

1010 Vermont Avenue. Washington 5, D. C.

Adult Education Association

743 N. Wabash Avenue, Chicago, Illinois

National Education Association

1201 16th Street, N. W., Washington 6, D. C.

Home Economics Section

Rural Education Section

Adult Education Section

Association of Secondary School Principals

National Parent Teachers Association

700 N. Rush Street, Chicago, Illinois

National Council on Family Relations

1219 University Avenue, S. E., Minneapolis 14, Minnesota

INDEX OF PUBLISHERS

- American Institute for Economic Research—American Institute for Economic Research, Great Barrington, Mass.
- Appleton—Appleton-Century-Crofts, Inc., 35 W. 32nd St., New York 1, N. Y.
- Association Press (National Council of Y. M. C. A.'s), 291 Broadway, New York 7, N. Y.
- Bennett—Charles A. Bennett Company, Inc., 237 N. Monroe St., Peoria, Ill.
- Blakiston—See McGraw.
- Burgess—Burgess Publishing Company, 426 S. 6th St., Minneapolis 15, Minn.
- Columbia University Press—Columbia University Press, 2960 Broadway, New York 27, N. Y.
- Crowell—The Thomas Y. Crowell Company, 432 4th Ave., New York 16, N. Y.
- Dodd—Dodd, Mead and Company, 432 4th Ave., New York 16, N. Y.
- Doubleday—Doubleday & Company, Inc., 575 Madison Ave., New York 22, N. Y.
- Dutton—E. P. Dutton & Company, Inc., 300 4th Ave., New York 10, N. Y.
- Fairchild Publications—Fairchild Publications, Inc., 7 E. 12th St., New York 3, N. Y.
- Fawcett Books—Fawcett Books, Greenwich, Conn.
- Funk—Funk & Wagnalls Company, 153 E. 24th St., New York 10, N. Y.
- Future Homemakers of America—Future Homemakers of America, Inc., Office of Education, U. S. Department of Health, Education, and Welfare, Washington 25, D. C.
- General Mills—General Mills, Home Service Department, Minneapolis, Minn.
- Ginn—Ginn and Company, Statler Office Bldg., Boston 17, Mass.
- Harcourt—Harcourt, Brace & Company, Inc., 383 Madison Ave., New York 17, N. Y.

- Harper—Harper & Brothers, 49 E. 33rd St., New York 16, N. Y.
- Heath—D. C. Heath & Company, 285 Columbus Ave., Boston 16, Mass.
- Holt—Henry Holt & Company, Inc., 383 Madison Ave., New York 17, N. Y.
- Houghton—Houghton Mifflin Company, 2 Park St., Boston 7, Mass.
- Interstate Printers and Publishers—Interstate Printers & Publishers, Danville, Ill.
- Iowa State College Press—Iowa State College Press, Ames, Iowa.
- Lippincott—J. B. Lippincott Company, 227 231 S. 6th St., Philadelphia, Pa.
- McGraw—McGraw-Hill Book Company, 330 W. 42nd St., New York 18, N. Y.
- Macmillan—The Macmillan Company, 60 5th Ave., New York 11, N. Y.
- Manual Arts Press—Manual Arts Press, Peoria, Ill.
- Meredith Publishing Company—Meredith Publishing Co., 1716 Locust St., Des Moines, Iowa
- National Forum—National Forum, Inc., 407 S. Dearborn St., Chicago 5, Ill.
- Pocket Books—Pocket Books, Inc., Rockefeller Center, New York 20, N. Y.
- Prentice-Hall—Prentice-Hall, Inc., 70 Fifth Ave., New York 11, N. Y.
- Putnam—G. P. Putnam's Sons, 210 Madison Ave., New York 16, N. Y.
- Rinehart—Rinehart & Company, Inc., 232 Madison Ave., New York 16, N. Y.
- Saunders—W. B. Saunders Co., 218 W. Washington Square, Philadelphia 5, Pa.
- Scribner—Charles Scribner's Sons, 597 Fifth Ave., New York 17, N. Y.
- Simon & Schuster—Simon & Schuster, Inc., 630 Fifth Ave., New York 20, N. Y.

State Superintendent of Public Instruction—State Superintendent of Public Instruction, Raleigh, N. C.

Tupper—Tupper and Love, Inc., 1090 Capitol Ave., S. E., Atlanta, Ga. (Order from David McKay Co., Inc., 119 W. 40th St., New York 18, N. Y.)

U. S. Government Printing Office—Superintendent of Documents, Government Printing Office, Washington, D. C.

University of Chicago Press—University of Chicago Press, 5750 Ellis Ave., Chicago 37, Ill.

Van Nostrand—D. Van Nostrand Co., Inc., 120 Alexander St., Princeton, N. J.

Viking—The Viking Press, Inc., 18 E. 48th St., New York 17, N. Y.

John Wiley—John Wiley & Sons, Inc., 440 Fourth Ave., New York 16, N. Y.

Williams Press—Williams Press Co., Luella Williams, 109 E. Upland Rd., Ithaca, N. Y.

Winston—John C. Winston Co., 1006 1020 Arch St., Philadelphia 7, Pa.



UNIVERSITY OF N.C. AT CHAPEL HILL



00034021932

FOR USE ONLY IN
THE NORTH CAROLINA COLLECTION

